



**Psy 210 Lifespan Development  
( 3 credit hours)**

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**Phone:** 610 606 4666 X 6514

**Office hours:** Live Canvas chat by appointment. Email me to set up a day and time if you need.

**Prerequisite:** Psy 100 General Psychology

**Required Textbook** Santrock. John (2020). Essentials of Lifespan Development, 6<sup>th</sup> edition. (2020). Connect Access Card. McGraw-Hill Higher Education.

ISBN 9781260529814

**Course Description:** This course will examine human growth and development through the prenatal, child, adolescent, and adult stages of life. We will address physical, emotional, psychosocial, and cognitive influences on development from conception to death.

**Course Objectives**

- Learn and gain mastery over the basic facts, research findings, terminology, principles, and theories important in the various areas of life-span developmental psychology.
- Develop understanding of developmental psychology, skills to analyze human behavior from a developmental perspective, and learn to apply developmental principles to real lives.
- Gain a basic understanding of the interaction between genetic and environmental influences on human development.
- Gain a basic understanding of physical, cognitive and socioemotional development across the lifespan.
- Gain a basic understanding of the variety and influence of a number of settings in which human development occurs (including different cultures, SES, historical time).

**Course Outcomes and Measures:**

- Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, especially in the area(s) of:
- Developmental changes in behavior and mental processes across the lifespan.  
**Measure:** Students will conduct interviews of people at various stages of development.
- Application of Psychology: Apply psychological principles to personal, social, and organizational issues. **Measure:** Students will participate in an application discussion board.
- Students will demonstrate learning and evaluation of theories and research in life-span development. **Measure:** Students will take exams covering theories and research in lifespan development
- Students will demonstrate an ability to apply developmental principles to individuals at different stages of development. **Measures:** Exams, Interviews, Discussion

## Course Requirements

Flexibility! You pick the days and times you want to work in the class. **All weekly assignments are due every Monday before 11:59 PM.** See the class calendar at the end of this document for the dates. You may work ahead of the schedule if you want. Just do not miss the deadlines.

**My Advice:** I highly recommend you complete assignments **at least 24 hours before** the due date – just in case something happens. I need 24 hours to address any concerns. Use a Cedar Crest computer to assure proper Internet access. If your personal computer crashes, I cannot accommodate you. Work a little bit every day on each chapter. It will be too overwhelming if you wait until the due date.

This course uses two Learning Management System websites: Canvas and Connect.

### 1. Canvas. This is a Cedar Crest College website.

Go to: <https://cedarcrest.instructure.com>

- Log into Canvas... (Problems? See Number 3)
- Find **Psy 210 Lifespan Development**
- Go to **Course Home** where you will find
- **Welcome! Start Here**
  - **Course overview.** This is a summary of the class requirements.
  - **Syllabus and Calendar.** This is our contract for the course. Print this now!
  - **Syllabus Quiz.** This is a 5-question quiz based on the syllabus. You must complete this as proof of attendance. If you do not complete this quiz in the first few days, I will have to report you as non-attending.
    - **Value:** up to 5 bonus points (Total of 5 points)
  - **Meet and Greet.** Please introduce yourself to the class.
  - **FAQ - Grades.** Frequently Asked Questions about how to calculate your grade
- **Gradebook.** All earned points will be posted here.

### 2. Connect. This is a McGraw Hill Publication website. All students are required to purchase Connect Access Code. The printed textbook is NOT required, but you may order it separately.

- Go to: <https://connect.mheducation.com/class/r-akillas-fall-2020-psy-210-lifespan-development>
- Connect will ask you to create an account using a valid email. Create a unique password that you will not forget!
- NOTE: McGraw Hill does allow FREE temporary access for up to 2 weeks. See the website. But you must purchase the access code to continue with the class. McGraw Hill will remove you from the class once the free temporary access expires. All your work is transferred once you purchase the access.

### 3. Problems Logging in? If you have problems with...

- Canvas
  - **Contact:** Canvas Support
  - **Hours:** 24 hours a day; 7 days a week
  - **Hotline:** (844) 303-8287
  - **Chat:** Click on the Help button (bottom left of the screen)
- Connect / McGraw Hill online textbook
  - **Contact:** McGraw Hill Connect Support
  - **Hours:** 24 hours a day; 7 days a week
  - Phone: 800-331-5094
  - Online chat: [mhhe.com/support](https://mhhe.com/support)

## 4. Chapters

- **Chapter Readings.** In Connect you will find the Chapter reading assignments. Note that we Skip Chapter 1 and start with Chapter 2. We will cover a total of 16 Chapters.
  - **Chapter Reviews.** In Connect you will find a Smartbook Review Quiz for each Chapter. This is untimed but should take you 10 – 15 mins to complete. There are fill in the blank and multiple-choice questions. If you get a question wrong, you will see the correct answer and reference to the textbook. Each completed review is worth 5 points, regardless of your score.
    - **Value:** Up to 5 points each (Total of 80 points)
    - **Grade:** Your grade will be immediately posted in the Connect Gradebook. Scores are updated in Canvas at the end of the class
  - **Chapter Exams.** In Connect you will find an exam for each chapter. Each exam has 25 question multiple choice questions. Each exam is worth up to 25 points. You will have 30 mins to complete each exam. Once you start the exam, you must finish it.
    - **Value:** Up to 25 points each (Total of 400 points)
    - **Grade:** Your grade will be immediately posted in the Connect Gradebook. Scores are updated in Canvas at the end of the class
5. **Canvas Discussion Board.** In Canvas you will find 4 Discussion Boards. Each has a short video for you to view and critical thinking questions. I hope it captures your interest! Post your reply to my questions under each Discussion. Then comment on at least one other student's post. Each of your posts must be at least 5 substantial sentences that demonstrate thought, understanding about the video/ topic. Credit is not given for general statements such as "I agree." Your post must show in depth application.
- **Value:** Up to 5 points per Discussion Board (Total of 20 points)
  - **Grade:** Your grades will be posted in Canvas within 24 hours of the due date
  - **Late work:** Not accepted
6. **Field Interview.** In Canvas you will find several options to interview people you know. Pick four Interviews. Ask all 6 questions and add 2 of your own. Try to encourage the person to expand on each question. If they only give short -"I don't know/ maybe, etc. " answers you will need to pick someone else. Only ask questions that you feel comfortable asking. If you sense discomfort with them, think of a different question. Each person should be asked at least 8 questions.
- **Value:** Up to 100 points
  - **Grade:** You grade will be posted within 24 hours of your submission
  - **Rubric:** Each interview is worth up to 25 points
    - Each question (2 points)
    - Reflection (4 points)
  - **Penalty:** Spelling errors, Grammar errors, missing APA Style title page (5 points each).
  - **Late work:** Not accepted

**Paper Requirements:** You must submit everything in one document. Please see the sample paper in Canvas. Upload your paper through the Field Report Drop box link. Organize your paper as follows:

- **Title Page:** Page one is an APA style title page. See sample.
- **Page One:** Title the Interview (each interview on a new page)
  - Interviewee: (first name only)
  - Age:
  - Type each question and answer (total of 8 questions)
  - Reflection: At the end of each interview address each of these:
    - What answers surprised you?
    - How does this relate to what you learned in this class?
    - What will you always remember about this interview?

## Special Notes:

- Use 1" margins, 10 – 12-point font, single and/or double spacing
- Upload your paper through the Drop box link

- 7. Policy for Missing Assignments.** All assignments must be completed within the scheduled period. Any computer/technical malfunctions are not an acceptable excuse for late work. Students are expected to make other arrangements to continue with their course. You are strongly advised to use a Cedar Crest campus computer. Each missed assignment will be graded as a zero. Mixing up the dates, **11:59 PM deadline**, travel, or having a stressful life does not qualify you for a makeup or extension. It is not fair to other students to give you extra time.

If you miss an assignment due to an unpredictable emergency, it is your responsibility to contact me immediately (within 24 hours). Note that there is no makeup or alternative assignment for the extra credit assignments. To qualify for a makeup you will need to email me a scanned, dated documented proof of emergency. Examples of acceptable emergencies include:

- **Death of a friend or family member.** You must submit to me a copy of the dated burial program.
- **Medical Reason** that is accompanied by a legitimate and verifiable documentation from your healthcare provider briefly explaining the necessity for your inability to complete the assignment on the due date. The documentation must include a printed (legible) name, signature, phone number, and date of illness.
- **Legal Proceeding** requiring your attendance as a defendant, complainant, witness, or juror. You must provide an official legal notice or subpoena signed by a judge or another court official that indicates the specific date of your court appearance.
- **Military Service.** Official proof of government service required.
- **Car Accident.** Official accident report from police required.

- 8. Final Grade.** The final grade is based on your total points earned (not percentage points). Note: there is no curve or additional extra credit. You can earn a total of 600 points in this class. Your final grade is based on

16 Chapter Exams	400 points
16 Chapter Reviews	80 points
1 Field Report	100 points
4 Discussion Boards	20 points

To calculate your final grade:

- Add up all of your points listed above. Compare it to the grading rubric below.
- All Connect and Canvas Discussion points are updated in Canvas within 24 hours of each assignment deadline.

Earned Points	Letter Grade
560 - 600	A
537 - 559	A -
517 - 536	B +
496 - 516	B
477 - 495	B-
457 - 476	C +
436 - 456	C
417 - 435	C-
396 - 416	D +
358 - 395	D
0 - 357	F

**9. Psychology Department Attendance Policy:** The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

**Application to this Class:** You must keep up with assignment deadlines. Simply logging into the course does not count for attendance. Attendance is critical to your success in this course. Students are expected to fully participate in class via participation, threaded discussion contributions and completion of all assignments by the due dates. **Late assignments will not be accepted** unless you provide proof of a documented emergency. Your final course grade will be affected by both the quality and quantity of your participation. Your class participation should give evidence of you keeping up to date in all the assigned readings and assignments.

**10. Technology Support Resources:** Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website: <https://cedarcrest.teamdynamix.com/TDCClient/Home/>. The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and [helpdesk@cedarcrest.edu](mailto:helpdesk@cedarcrest.edu)).

**11. Tutoring and Academic Support Resources:** The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the

“Academic Services” page in the “Current Students” Section:

[my.cedarcrest.edu/ICS/Current\\_Students/Academic\\_Services/Tutoring\\_Support\\_Resources.jnz](http://my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz).

The Student Success Center may also be contacted at 610-606-4628 or [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu).

**12. Cedar Crest College Honor Philosophy:** The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

**13. Cedar Crest College Diversity Statement:** Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

**14. Classroom Protocol:** Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds. The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

**15. Academic Integrity:** Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education. Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college. Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic conduct may result in a failure to the course in addition to punitive action that may be taken by the college. When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

**16. VeriCite Citation Verification/Plagiarism Detection:** Cedar Crest College uses a citation verification service (VeriCite, [www.vericite.com](http://www.vericite.com)) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

**17. Resources for Students with Disabilities:** Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu); Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information ([https://www.cedarcrest.edu/ada\\_file.shtm](https://www.cedarcrest.edu/ada_file.shtm)). Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

**18. Audio Recording:** Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

**19. Class Recording:** Classes may be recorded by instructors in both in-person and online formats. Students will be notified in advance if classes are being recorded. These recordings may be made available through the course website in Canvas (the College's Learning Management System). These recordings are used for educational purposes only and may not be shared with anyone else or posted anywhere online (outside of the Canvas course site). The dissemination of class recordings other than in Canvas is only permitted with the speaker's (including any identifiable student on the recording) explicit written permission.

Student recordings of class must have prior instructor approval and are prohibited except for the purposes of an individual student making the recording to achieve course learning outcomes (e.g., a student studying lecture material to prepare for an exam). Other students must be notified in advance if classes are being recorded; therefore, students should receive permission from an instructor to record class and the instructor will provide notice to other students that the course is being recorded. Such student recordings may not be disseminated or shared without explicit instructor approval in addition to the explicit written permission of any speaker (including any identifiable student on the recording). Students with approved accommodations may also be permitted to record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience and such requests are handled in accordance with the College's policies and procedures.

Note: Recordings may be prohibited, at the instructor's sole discretion, during portions of lectures or discussions that may involve personal, self-disclosure by other students. Instructors may also

prohibit recordings to ensure the academic integrity of assignments (e.g., during reviews of exam answers). Please see your instructor if you have any questions or concerns about this policy.

**20. Attendance & COVID-19.** Any student experiencing symptoms of COVID-19, with a suspected or positive diagnosis of COVID-19, or with known exposure to COVID-19 is not permitted to attend class in person. Students who are absent for such reasons may choose to participate as their health permits in synchronous online class meetings. Class absences due to COVID-19 symptoms, diagnosis, or exposure will be not be penalized. Students should contact their instructor if they have questions regarding how to access required academic material (such as lectures) and complete assignments during such absences.

Absence notifications from the Dean of Students are not required for these absences. Students should refer to the Communicable Disease Policy for guidance regarding when they may return to class after a COVID-19-related absence.

#### COVID-19 Symptoms, Exposure, or Diagnosis

Students are required to monitor their symptoms daily through Healthy Roster. Traditional students who are experiencing symptoms or believe they may have been exposed to COVID-19 should call Student Health Services for guidance. SAGE students should contact their medical provider for guidance. Any student with a positive diagnosis of COVID-19 or with known exposure to COVID-19 must report that fact to Health Services (610-606-4640 or 610-437-4471, ext. 4640; <https://www.cedarcrest.edu/healthservices/>).

#### Face Coverings

Face coverings must be worn by all students on campus when in the presence of others and in public settings where other social distancing measures are difficult to maintain, such as common and shared spaces, classrooms, meeting rooms, hallways or bathrooms. Face coverings must cover the nose and mouth, be secured to the head, and may include either fabric masks or plastic face shields. Students are expected to have a clean face covering each day. The College will strictly enforce the wearing of face coverings. Students without a face covering are not permitted to attend in-person class meetings and will be asked to leave by the instructor. In addition, students must abide by all health and safety practices described in the College's Health & Safety Plan for Resuming In-Person Instruction. Failure to follow requirements for reporting COVID-19 diagnosis or exposure, for face-covering use, or for other practices outlined in the Health and Safety plan will be addressed through the College's Community Standards of Social Conduct process.