



## PSY 250: Life Span Development

### Student Syllabus

#### Course Description

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The Life Span Development course is designed to provide information that will assist students in understanding the normal developmental process of individuals over the entire lifespan starting with conception and ending with death.

#### Course Introduction

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In this course, students will learn that developmental psychology is a science that uses the scientific method to study human growth and change. This course will introduce students to the various theoretical perspectives related to human development. A foundational concept to this course is that development is complex and, no matter what the age of the person, biological, cognitive, social, psychological, and spiritual dimensions of the individual must be considered for the best understanding of change. Additionally, this course will examine typical and atypical patterns of development.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Identify theories of development in terms of specific developmental time periods (from neonatal to the end of life) and topic area (cognitive, social, physical, emotional, and spiritual).
2. Discuss basic research methods and methods of data collection as they relate to human development.
3. Investigate current research in the lifespan developmental field and critique how new developments may impact the discipline.
4. Analyze lifespan development theories by recognizing developmental time periods and examining their implications for counseling, treatment, and intervention.
5. Describe how a biblical view of human development better informs human service workers' efforts to bring restoration to the Kingdom through their discipline.
6. Identify the biblically articulated value placed on life across the lifespan, specifically focusing on conception/prenatal life and old age.

#### Course Texts

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Berk, L. E. (2014). *Development through the lifespan* (6<sup>th</sup> ed.). Pearson.

ISBN-13: 978-0205957606

ISBN-10: 0205957609

## Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## Archiving of Online Courses

In order to provide the best service and to eliminate bandwidth bottlenecks, online courses will be removed from Moodle six weeks after the course end date. Once a course is removed from Moodle, students will no longer have access to their coursework for the archived course. In preparation for the archiving of online courses, students are advised to save copies of their papers and other important coursework offline on a personal computer or other file storage location. Geneva College is not responsible for student files once a course has been archived offline.

## The Grading System

The grading scale is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
<b>A</b>	<b>93.00% - 100.00%</b>	<b>4.0</b>	<b>Excellent</b>

<b>A-</b>	<b>90.00% - 92.99%</b>	<b>3.7</b>	
<b>B+</b>	<b>87.00% - 89.99%</b>	<b>3.3</b>	
<b>B</b>	<b>83.00% - 86.99%</b>	<b>3.0</b>	<b>Good</b>
<b>B-</b>	<b>80.00% - 82.99%</b>	<b>2.7</b>	
<b>C+</b>	<b>77.00% - 79.99%</b>	<b>2.3</b>	
<b>C</b>	<b>73.00% - 76.99%</b>	<b>2.0</b>	<b>Satisfactory</b>
<b>C-</b>	<b>70.00% - 72.99%</b>	<b>1.7</b>	
<b>D+</b>	<b>67.00% - 69.99%</b>	<b>1.3</b>	
<b>D</b>	<b>63.00% - 66.99%</b>	<b>1.0</b>	<b>Less than Satisfactory</b>
<b>D-</b>	<b>60.00% - 62.99%</b>	<b>0.7</b>	
<b>F</b>	<b>&lt; 60.00%</b>	<b>0.0</b>	<b>No Credit Given</b>

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the instructor's proper supervisor (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of

such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

**If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F,** depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Course Evaluation

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Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Quizzes (3)	60 points each	180 points
Lifespan Development Portfolio Parts 1-4	60 points each	240 points
Oral Presentation Topic Selection Forum	One Submission	20 points
Lifespan Oral Presentation	One Submission	100 points
Final Lifespan Development Portfolio	One Submission	210 points
Total		960 points

## Assignment Descriptions

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### *Discussion Forums*

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates’ questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

Your posting and responses will be graded by your instructor.

## Quizzes

During this course, there will be three quizzes that cover the essential elements of the text and help students review and identify important concepts and theories in lifespan development. These quizzes will include multiple choice questions that will be taken from the material covered in the respective session.

- Session 1 – Students will take an online quiz on Chapters 1-3 of the text (60 points)
- Session 3 – Students will take an online quiz on Chapters 7-8 of the text (60 points)
- Session 6 – Students will take an online quiz on Chapters 13-14 of the text (60 points)

Students will be allowed to consult their text and notes when taking online quizzes. However, quizzes will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to “look up” every answer in your text and materials.

If a student does not take a quiz by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

## *Lifespan Oral Presentation*

In Session 8, students will prepare an 8-10 minute oral presentation on a topic related to lifespan development. Students are to decide on a topic by choosing a developmental period from the text and then picking a topic within that developmental period that they found interesting. Your topic for this presentation must be approved by your instructor during Session 6.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation, ask questions, and make comments. If you need further instructions for recording an audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

After uploading your presentation, watch 5 of your classmates' presentations. Ask questions and give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

## *Lifespan Development Portfolio*

Throughout the course, students will compile a Lifespan Development Portfolio. This portfolio will be completed in several parts, allowing for feedback and comments from the instructor and culminating in the final portfolio submission in Session 8. The Lifespan Development Portfolio encourages students to put the course material "to work" in hypothetical human services situations.

In total, the Final Lifespan Development Portfolio should be 10-14 pages in length (not including cover sheet, table of contents, or reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Final Lifespan Development Portfolio is due by 11:55 pm (EST) Saturday Session 8.