



**Lifespan Development**  
**PSY212 (Section XX) – 3 Credits**  
 15 Weeks Online

**Semester:**

**Day(s):**

**Time(s):**

**Classroom:**

**Instructor:**

**Office Hours:**

**Office Location:**

**Phone Number:**

**Email:**

INSERT  
Professional  
Headshot Here

**Prerequisite/Co-Requisites:** PSY 112 Introduction to Psychology

**Course Description**

This course presents the basic theories and concepts used in the study of human lifespan development including physical, cognitive, personality, and social development from conception through death. Examines the cultural nature of human development and relevant socio-emotional processes; emphasis on understanding human development from personal, theoretical and professional perspectives.



**Course Goal**

Provide students with an interdisciplinary perspective on the biological, behavioral, and sociocultural aspects of human development across the lifespan.



**Required Text**

Kail, R. V., & Cavanaugh, J. C. (2018). *Human development: A life-span view* (8<sup>th</sup> ed.). Belmont, CA: Wadsworth, CENGAGE Learning  
 ISBN-13: 9781337554831; ISBN: 1337554839

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**Student Learning Outcomes and Assessment Methods**

<i><b>Learning Outcomes</b></i>	<i><b>Assessment Methods</b></i>
Explain the respective contributions of “nature” and “nurture” to human development and the interaction between the two.	Discussion, Quiz, & Assignment
Describe how biological, psychological, and social-cultural factors affect development across the lifespan.	Discussion, Quiz, & Assignment
Compare and contrast how various factors, such as socio-economic status, race, ethnicity, and culture, affect development across the lifespan.	Discussion, Quiz, & Assignment
Apply concepts and theories of lifespan development to real life situations.	Discussion, Quiz, & Assignment



## Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Discussion Board (6@ 3.3 % & 1 @ 3.2%)	23%
Quiz (7 @ 6 pts.)	42%
Assignment 1	12%
Assignment 2 (Critical Thinking Assignment)	23%
<b>Total:</b>	<b>100%</b>



## Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. ***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

**Discussion** - You are required to post to each graded thread minimum three times, on THREE different days a week. You must submit your first post of the week no later than Wednesday. **Discussion are due on Week 1, 3, 6, 8, 11, 12, 14.**

**Assignment** - Please read the grading guidelines mentioned under Blackboard. All work must be double-spaced in Times New Roman 12-point font. **Assignments are due on Week 5 and 9** by Sunday at 11:59 p.m. EST. Assignments posted after this due date will not be accepted, and therefore will not receive any credit.

**Quiz-** There are 20 Questions. Quizzes will be released at the beginning of each week and are due by Sunday; 11:59 P.M. There are **2 attempts** allowed. Late quizzes will not be accepted. **Quizzes are due on Week 2, 4, 7, 8, 10, 13, 14.**

## Blackboard



**Discussion Board (23%):** The Discussion Board is where you will have ongoing conversation with your classmates and instructor. It is accessible by clicking on the link provided in the weekly course materials for each week. Your grade will be based on four aspects: Quality, Quantity, Frequency, and Accuracy; these are explained in detail on the syllabus. Discussions close each week on Sunday at 11:59 P.M. EST. The course requires participation in discussions. The standards below will be used to evaluate the quality of your discussion posts. Basically, each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the Course Objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following quality standards; use them as you formulate your responses:

**High:** Your contributions to each topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. you provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.

**Medium:** Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. You make intelligent posts during the week, including some good critique of the course material, which demonstrate that you understand the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but they may be just a bit off target in one area or another.

**Low:** You have meaningful interaction with other participants' postings. Posts that state "I agree" or "I disagree" include an explanation of what is disagreed or agreed upon and why, or introduce an argument

that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers a lack of clarity and/or suggests a lack of comprehension.

*Unsatisfactory:* You will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". That is, if you are not in the discussion, you do not earn any points.

In addition to the above quality standards (high, medium, low, and unsatisfactory), your discussion grade will be determined by your:

*Frequency:* You must post to each graded thread three days each week minimum of discussion. You must submit your first post of the week no later than Wednesday. However, I encourage you to post earlier in order to keep up with the discussions; they develop rapidly.

*Quantity:* In order to meet the quality requirements, a post will be at least a paragraph in length. You will find that some topics call for lengthier responses.

*Accuracy:* Because this is a writing course, your posts must be free of spelling and grammatical errors. Please use the Spell Check provided by Blackboard.



**Quizzes (42 %):** The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on assigned readings. The quizzes are "open-book", but answers may not be shared with others. ***Each quiz must be completed before the first class the week they are due.***



**Assignments:** All course assignments are made to develop your reading, writing, and critical thinking skills in accordance with the course objectives. Assignment need to be in APA Style. \* Assignments are due by Sunday at 11:59 P.M of that week. Assignments posted after this due date will not be accepted, and therefore will not receive any credit.

**Assignment 1 (12%):** Evaluation will focus on four aspects of good writing.

*Content:* Does your writing contain specific details and adequate development? Do you retain focus on the assigned topic?

*Organization:* Does your writing develop logically? Do individual sentences flow smoothly from one to the next? Do you use clear topic and/or thesis sentences?

*Style:* Do you demonstrate a level of sophistication through variety in word choice and sentence structure?

*Grammar:* Are you using Standard Written American English?

**Assignment 2 (23%):** In your answer discuss the case using psychological perspectives and research findings. The paper should be: - minimum 3 pages, 12-point Times New Roman, double-spaced and APA format in the text and source citation at the end. You may use any source you can find (i.e., books, internet, magazines) as long as you include them in your references. Assignments posted after the due date will not be accepted, and therefore will not receive any credit. Rubric is attached at the end of this syllabus.

By submitting both papers, you agree: (1) that you are submitting your paper to be used and stored as part of the SafeAssign™ services in accordance with the [Blackboard Privacy Policy](#); (2) that your institution may use your paper in accordance with your institution's policies; and (3) that your use of SafeAssign will be without recourse against Blackboard Inc. and its affiliates.

***The Course Outline / Class Schedule contains due dates.***

### Course Outline / Class Schedule\*

<b>Week / Date(s)</b>	<b>Topic(s) To be Covered Each Week</b>	<b>Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting</b>	<b>In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week</b>
<b>1</b>	Chapter 1: The Study of Human Development.	<ul style="list-style-type: none"> <li>• Discussion 1</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Syllabus</li> <li>• Read Chapter 1</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>2</b>	Chapter 2: Biological Foundations: Heredity, Prenatal Development, and Birth.	<ul style="list-style-type: none"> <li>• Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>3</b>	Chapter 3: Tools for Exploring the World: Physical, Perceptual, and Motor Development.	<ul style="list-style-type: none"> <li>• Discussion 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>4</b>	Chapter 4: The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood.	<ul style="list-style-type: none"> <li>• Quiz 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>5</b>	Chapter 5: Entering the Social World: Socioemotional Development in Infancy and Early Childhood	<ul style="list-style-type: none"> <li>• Assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>6</b>	Chapter 6: Off to School: Cognitive and Physical Development in Middle Childhood.	<ul style="list-style-type: none"> <li>• Discussion 3</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>7</b>	Chapter 7: Expanding Social Horizons: Socioemotional Development in Middle Childhood.	<ul style="list-style-type: none"> <li>• Quiz 3</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>8</b>	Chapter 8: Rites of Passage: Physical and Cognitive Development in Adolescence.	<ul style="list-style-type: none"> <li>• Discussion 4</li> <li>• Quiz 4</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>9</b>	Chapter 9: Moving into the Adult Social World: Socioemotional Development in Adolescence.	<ul style="list-style-type: none"> <li>• Assignment 2 (Case Study)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>10</b>	Chapter 10: Becoming an Adult: Physical, Cognitive, and Personality Development.	<ul style="list-style-type: none"> <li>• Quiz 5</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>11</b>	Chapter 11: Being with Others: Forming Relationships in Young and Middle Adulthood.	<ul style="list-style-type: none"> <li>• Discussion 5</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>
<b>12</b>	Chapter 12: Work and Leisure: Occupational and Lifestyle Issues in Young and Middle Adulthood.	<ul style="list-style-type: none"> <li>• Discussion 6</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 12 &amp; 13</li> <li>• Review the Lecture &amp; Key terms</li> <li>• Watch the videos</li> </ul>

Week / Date(s)	Topic(s) To be Covered Each Week	Assignments, Quizzes, and Readings to be Completed <i>Before</i> Each Week's First-Class Meeting	In-Class Assignments, Activities, and Writers' Workshops to be Covered Each Week
	Chapter 13: Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood.		
<b>13</b>	Chapter 14: The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues.	<ul style="list-style-type: none"> <li>Quiz 6</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 14</li> <li>Review the Lecture &amp; Key terms</li> <li>Watch the videos</li> </ul>
<b>14</b>	Chapter 15: Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues. Chapter 16: The Final Passage: Dying and Bereavement.	<ul style="list-style-type: none"> <li>Discussion 7</li> <li>Quiz 7</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 15 &amp; 16</li> <li>Review the Lecture &amp; Key terms</li> <li>Watch the videos</li> </ul>
<b>15</b>	Review Chapter 1-16 Capstone Question	<ul style="list-style-type: none"> <li>Discussion- Capstone Question (Not Graded)</li> </ul>	<ul style="list-style-type: none"> <li>Review Chapter 1-16</li> </ul>

*\*This syllabus is subject to change at the discretion of the instructor.*



## Class Policies



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



**Late Assignments:** Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



**Laptops and Tablets:** Laptops and tablets are welcome in the classroom for academic purposes.



**Cell Phones:** As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



**Course Decorum:** We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The professional conduct policy includes, but is not limited to:

1. Attending each class session, including arriving promptly and leaving at the designated time; notifying me prior to class should an exception be needed.
2. Working on only this class during class time.
3. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
4. Being an attentive, engaged, and active participant in class activities and discussions.
5. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
6. Abiding by Goodwin's academic integrity policies.



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



**APA Style:** This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



**Expectations for Written Work:** The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission

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## Goodwin College Policies and Services

***This course adheres to all policies outlined in the Goodwin College catalog.***

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.