



**UNIVERSITY OF
NORTHWESTERN**
ST. PAUL

OFFICE OF DUAL ENROLLMENT

PSY2108

Lifespan Psychology

SUMMER 2022

SYLLABUS

Version: OLG v7:01/22

University of Northwestern – St. Paul
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PSY2108 Lifespan Psychology

University of Northwestern – St. Paul

COURSE DESCRIPTION

A study of the nature and implications of development from conception through death. Emphasis is upon cognitive, moral, spiritual, emotional, interpersonal and self-development. Topics to be addressed include: stages of development from birth through adolescents; maturation during the college years; critical periods of adulthood, marriage and parenting, ageism and physiological processes of aging; death and dying.

Credits: 4

Prerequisites: none

INSTRUCTOR INFORMATION

Please see “Contacting the Instructor” on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

- CO-1. Describe normative behavior of individuals in terms of physical, cognitive, social and emotional development.
- CO-2. Explain key concepts, research findings, and theories of human development.
- CO-3. Examine different stages of development through the lifespan.
- CO-4. Apply developmental concepts to personal experiences.
- CO-5. Relate developmental psychology to current social problems.

MATERIALS

Required Textbooks and Materials

This course uses the following open textbook at no cost to students. A link to a digital copy of the open textbook is provided on the course site.

Lally, M., & Valentine-French, S. (2019). *Lifespan Development: A Psychological Perspective* (2nd ed.). Minneapolis, MN: Open Textbook Library.

Provided by Student

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Weight
Quizzes (14)	10
Exams (3)	15
Discussion Forums (7)	10
Assignments (13)	65
Total	100

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus and the course site. Students are responsible for meeting assignment deadlines. Late assignments will be automatically deducted one letter grade. The assignments will drop an additional grade per day it is late, up to a 50% deduction in grade; late assignments will not be accepted for a grade beyond one week past the original deadline. Forum discussion activities must be completed on time to earn points. Late forum posts will earn zero points. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for all content of the DE Student Handbook. The most recent version of the DE Student Handbook is located on confluence.unwsp.edu and includes the following policies and procedures:

- Deadlines for Dropping or Withdrawing
- Student/instructor Communication
- Appeals, Exceptions, Disciplinary Process, & Grievances
- Assignments (late work and plagiarism)
- Examinations
- Grading System

Instructors may have course-related expectations that further detail the policies and procedures outlined in the DE Student Handbook. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in DE courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Plagiarism is theft—steal of someone else’s words or ideas. It is claiming another’s work as one’s own. This would also include the following:

- Using the words or work of a former or current student in this class
- Recycling previously submitted assignments from a previous course attempt
- Using outside literature support sites such as, but not limited to, SparkNotes, Enotes or Schmoop that provide literary analysis of the texts we read throughout the semester

Students found plagiarizing are subject to discipline. The standard response ranges from loss of credit for the plagiarized assignment to earning an immediate “F” for the course to being placed on disciplinary probation. We should be committed to conducting ourselves with integrity in all things. Please refer to the DE Student Handbook for more detailed information about UNW’s honesty and integrity policies.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify [Disability Services](#) to begin the application process. Academic Achievement also provides the following: [Writing Tutoring](#), [Subject Tutoring](#), advocating, transitional skill building, [Academic Coaching](#) (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu | 651-628-3316 | N4012 (Revised 07/21).

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing “F” grade.

Submission Standards

All written assignments should adhere to the following DE guidelines. Documents should be in the following format **unless directed differently by the syllabus or course instructor**:

- Submitted on the course site in Microsoft Word document format (.doc or .docx)
- Set in a traditional typeface 12-point font
- Double-spaced (unless the syllabus instructs otherwise)
- Set with one-inch margins
- Formatted in APA style for in-text citations and reference page (LIT1100 may ask for MLA documentation style)
- Labeled and submitted with the following information (APA papers require this information on a cover sheet, as detailed in A Pocket Style Manual): Student Name, Course Code and Title, Instructor Name, and Date.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

ASSIGNMENTS

See the course site for complete details on the assignments.

Quizzes (CO-2)

There will be a quiz each week to assess your reading comprehension. Each quiz will cover the assigned reading material for the week in which it is assigned. As you read, pay attention to terms and definitions, as well as broad concepts like theories and stages of development. Each quiz will contain 10 multiple-choice questions and have a 20-minute time limit.

Exams (CO-2)

As a way to encourage continued learning and recall, there are 3 exams required in this course. Each exam will have 30 multiple-choice questions based on the assigned readings. Questions in the exams will be similar to questions included in the weekly quizzes.

Discussion Forums (CO-12,3,4,5)

Discussion boards are collaborative learning experiences. Some of the assignments will require the student to create a submission to post on the discussion forum. Please read the instructions for each assignment closely in the event the submission is required for a discussion. Students are encouraged to submit the original post by midnight on Wednesday. Follow the instructions for each prompt, including word count requirements. When instructed for the week, submit replies to two peers by Friday, midnight.

Week 1: Life Stages and Developmental Theory

Which developmental theory makes the most sense to you and why? Give examples from your own life or other personal observations on development. What evidences do you see that support this theory?

Week 3: Hot Topic Infographic

As you prepare for this assignment, read the assigned textbook material and consider a debatable topic that you would like to learn more about. For this submission, you will create an infographic to educate your peers on the topic you've selected. This assignment will be posted to the discussion forum; your peers will view your infographic and you will be able to reply to two peers by the end of the week.

Week 5: Analysis of Children's Toys

This assignment allows us to explore the application of development theory to children's toys. Students will select three age-appropriate toys and explain how each toy supports an area of child development. This summary will be posted on the discussion forum, and two replies to peers will be expected before the end of the week.

Week 10: Emerging Adulthood Discussion

For this week's activity, you will find an example of a character from a movie or a television show that is likely in the stage of emerging adulthood. Find a short clip from YouTube with a scene that shows a character that is roughly between the ages of 18 to 25 that is going through at least one of the five distinctive features of emerging adulthood. This will be posted on the discussion forum, and be sure to check early and often, because once a character is used by a classmate, it cannot be used again.

Week 11: Build an Interactive

This is an opportunity to create an interactive learning activity for one's peers. Select a topic in the reading that is of interest to you and research it, including one scholarly article. Next, create an interactive learning experience, and post the link on the discussion forum for your peers to engage in. Then, reply to two peers with your response to their interactive project.

Week 12: Vocational Exploration

This activity will have students reflect on their vocational opportunities by exploring job trends and emerging jobs as a result of recent cultural changes. This will be a personally relevant exploration of employment using the University of Northwestern Career Development Center.

Week 14: The Bucket List

This activity allows students to begin to prioritize what really matters for them in life by creating a bucket list of at least 20 things they want to do before they die. They will post their list to the discussion forum and reply to two classmates about their lists.

For further grading information, see the discussion forum rating criteria on the course site.

Assignments (CO-1,2,3,4,5)

Online courses allow students to reflect on their learning through creative activities that encourage a deeper dive into the content. The assignments in this course will provide students an opportunity to explore the weekly content and apply that content to a new situation or a personal experience.

Week 2: Lifespan Development in the News

Students will research popular news articles and select one related to lifespan development. They will then locate the original research article using the UNW library databases and compare the two articles related to lifespan theory and research design.

Week 3: Hot Topic Infographic

As you prepare for this assignment, read the assigned textbook material and consider a debatable topic that you would like to learn more about. For this submission, you will create an infographic to educate your peers on the topic you've selected. This assignment will be posted to the discussion forum; your peers will view your infographic and you will be able to reply to two peers by the end of the week.

Week 4: Attachment and ACEs

This week's assignment exposes students to concept of Adverse Childhood Experiences (ACEs). Students will locate a research article related to a topic that interests the student that is covered in the reading this week. The student will summarize the article and relate it to the ACEs Attachment survey.

Week 5: Analysis of Children's Toys

This assignment allows us to explore the application of development theory to children's toys. Students will select three age-appropriate toys and explain how each toy supports an area of child development. This summary will also be posted on the discussion forum, and two replies to peers will be expected before the end of the week.

Week 6: Media Programming for Children

For this assignment, students will choose a television series written for children under age 10. The submission requires students to ask a series of questions related to the show's content and how it relates to the reading for the week.

Week 7: Moral Reasoning Interviews

This assignment will require students to interview a child in middle childhood and someone over the age of 16 and ask each one questions related to a moral dilemma. The submission will be a comparison of responses and an analysis of Kohlberg's theory of moral development.

Week 8: My Development Journal

This week explores adolescent development, and the assignment is a personal reflection of your own experience with this. Questions to guide your reflection are provided.

Week 9: Adolescence Reflection

This assignment follows a similar thread as the one above. Students will reflect on adolescent relationships with parents, peers, and the self. Questions will guide this reflective exercise.

Week 11: Build an Interactive

This is an opportunity to create an interactive learning activity for one's peers. Select a topic in the reading that is of interest to you and research it, including one scholarly article. Next, create an interactive learning experience, and post the link on the discussion forum for your peers to engage in. Then, reply to two peers with your response to their interactive project.

Week 12: Vocational Exploration

This activity will have students reflect on their vocational opportunities by exploring job trends and emerging jobs as a result of recent cultural changes. This will be a personally relevant exploration of employment using the University of Northwestern Career Development Center.

Week 13: Defining Happiness Interview

Students will explore the concept of happiness by viewing a TED Talk by Robert Waldinger as he discussed results of a longitudinal study on happiness. Students will then reflect on happiness for themselves, and then interview an elderly relative or friend about the same construct.

Week 14: The Bucket List

This activity allows students to begin to prioritize what really matters for them in life by creating a bucket list of at least 20 things they want to do before they die. They will post their list to the discussion forum and reply to two classmates about their lists.

Week 15: Pulling It All Together

For the final week of the course, students will explore their own unique lifespan development, applying the various theories, stages, and tasks of development as they've experienced in their own lives.

For further grading information, see the assignment rubrics on the course site.

COURSE SCHEDULE

Format

Everything needed to successfully complete this course in fifteen weeks is explained on the course site. Each assignment has been designed to work together during each week. When studying, be sure to follow the suggested format explained for each lesson.

For this course, students will receive access to each week's work as the semester progresses. There will be due dates during the week, but most weekly assignments will be due by 11:59 p.m. on Friday. Please refer to the schedule for the due dates of assignments.

Generally, for college-level work, students should expect to have an average of 9.5 hours of homework per week.

The last official class day in Week 15 varies from semester to semester. Please refer to the Semester Calendar found in the Academic Information section at the top of the course site for the actual last day of class. All course work must be completed and submitted by that day.

Due Dates

All written assignments (outlined below) are to be submitted on the course site by 11:59 p.m. CT on Fridays at the end of each week in which they are assigned, unless otherwise noted.

For any questions regarding these assignments, contact the instructor.

Orientation

- View Lifespan Psychology Introduction to the Course
- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: Periods, Theories, Research

What are the historical and contemporary theories regarding stages of Lifespan Development?

- Read the Weekly Overview
- Read Chapter 1: Introduction to Lifespan Development
- View *Study of the Child: Theories of Development, Part 1* (29:00)
- View *Study of the Child: Theories of Development, Part 2* (16:16)

Due Friday

- Complete participation in the Life Stages and Developmental Theory Discussion Forum
- Complete the Week 1 Quiz

Week 2: Heredity, Prenatal Development and Birth

What are the factors that affect fetal development and birth?

- Read the Weekly Overview
- Read Chapter 2: Heredity, Prenatal Development, and Birth
- View TED talk from Alexander Tsiras: *Conception to birth - visualized* (9:22)
- View *The First 8 Weeks: 9 Months That Made You* (55:41)

Due Friday

- Submit the Lifespan Development in the News Assignment
- Complete the Week 2 Quiz

Week 3: Infancy and Toddlers: Brain, Sleep, Health, Language Development

How do infants' and toddlers' brains, bodies, and language develop in the first two years?

- Read the Weekly Overview
- Read Chapter 3: Infancy and Toddlerhood (pages 71-97)
- View *Newborn to Crawler: Baby Instructions* (61:42)
- View *Cognitive Development: Human Development—Birth to 2 ½* (27:37)

Due Friday

- Complete participation in the Hot Topic Infographic Discussion Forum
- Complete the Week 3 Quiz

Week 4: Infancy and Toddlers: Emotions and Attachment

What are the emotions of infants and toddlers, and how does attachment affect infant and toddler emotions?

- Read the Weekly Overview
- Read Chapter 3: Infancy and Toddlerhood (pages 97-114)
- View *Attachment Theory* (26:26)
- View *Emotional and Social Development: Human Development—Birth to 2 1/2* (24:03)

Due Friday

- Complete the Week 4 Quiz
- Submit the Attachment and ACEs Assignment
- Complete the Unit 1 Exam

Week 5: Early Childhood: Learning and Language Development

What happens during cognitive growth, and how do we learn language?

- Read the Weekly Overview
- Read Chapter 4: Early Childhood (pages 115 – 136)
- View *Early Childhood Cognitive Development: Weighing the Evidence* (20:39)
- View *Read My Lips: Learning Language* (60:16)
- **Optional:** View *National Geographic: Is it real Feral children* (46:35)

Due Friday

- Complete the Week 5 Quiz
- Participate in the Children's Toys Discussion Forum
- Submit the Children's Toys Assignment

Week 6: Early Childhood: Social, Emotional Development

How do young children develop emotions, and what might go wrong?

- Read the Weekly Overview
- Read Chapter 4: Early Childhood (pages 136-163)

- View *Early Socialization: From Age Two to Age Five* (29:04)
- View *Vulnerable Young Child: Child Abuse* (28:31)
- View *Inside the Mind: Emotions* (49:10)

Due Friday

- Complete the Week 6 Quiz
- Submit the Media Programming for Children Assignment

Week 7: Middle and Late Childhood Development

What are the developmental tasks of the child in middle and late childhood?

- Read the Weekly Overview
- Read Chapter 5: Middle and Late Childhood
- View *The Weight of the Nation: Children in Crisis* (67:35)
- View *Recognizing Child Abuse* (25:35)
- **Optional:** View *What Makes Me? Part 2: The Brain with David Eagleman* (59:12)

Due Friday

- Complete the Week 7 Quiz
- Submit the Moral Reasoning Interviews Assignment

Week 8: Adolescence: Physical, Sexual, and Cognitive Development

What are the biological changes that impact adolescent development? Do biological changes impact cognitive development?

- Read the Weekly Overview
- Read Chapter 6: Adolescence (pages 215-230)
- View *Teen Romance: What's Risky, What's Not?* (32:15)
- View *Recovering: Anorexia Nervosa and Bulimia Nervosa* (27:13)
- **Optional:** View *HEADSS: An Interview Protocol* (13:21)

Due Friday

- Complete the Week 8 Quiz
- Submit the My Development Journal Assignment

Week 9: Adolescence: Identity and Social Relationships

How do adolescent relationships affect identity and self-concept?

- Read the Weekly Overview
- Read Chapter 6: Adolescence (pages 230 – 240)
- View *Anxiety: American Academy of Pediatrics—Reaching Teens* (18:35)
- View *Supporting Youth Through Depression* (41:06)
- View *Personal Potential: The Influence of One* (18:25)

Due Friday

- Complete the Week 9 Quiz

- Submit the Adolescence Reflection Assignment
- Complete the Unit 2 Exam

Week 10: Emerging and Early Adulthood: Physical Development

How is emerging adulthood defined? What are the physical concerns of this stage of development?

- Read the Weekly Overview
- Read Chapter 7 Emerging and Early Adulthood (pages 245-265)
- View *Adult under Construction* (52:20)
- View *Seriously Stressed* (45:22)
- **Optional:** View *Millennials Don't Stand a Chance: A Debate* (1:36:24)
- Read the Build an Interactive Instructions and begin learning about HSP and thinking about a topic.

Due Friday

- Complete the Week 10 Quiz
- Participate in the Emerging Adulthood Discussion Forum

Week 11: Emerging and Early Adulthood: Personal and Social Development

What is the interplay between personality and social development in emerging and early adulthood?

- Read the Weekly Overview
- Read Chapter 7 Emerging and Early Adulthood (pages 265-295)
- View TED talk from Brian Little: *Who are you really? The puzzle of personality* (15:08)
- View TED talk from Elizabeth Cox: *What is Imposter Syndrome and how can you combat it?* (4:19)
- View TED talk from Guy Winch: *Why we all need to practice emotional first aid* (17:16)

Due Friday

- Complete the Week 11 Quiz
- Participate in the Build an Interactive Discussion Forum

Week 12: Middle Adulthood

How does aging in middle adulthood affect work, relationships and identity?

- Read the Weekly Overview
- Read Chapter 8: Middle Adulthood
- View TED talk from Dan Gilbert: *The psychology of the future self* (6:37)
- View TED talk from Shawn Achor: *The happy secret to better work* (12:05)

Due Friday

- Complete the Week 12 Quiz
- Participate in the Vocational Exploration Discussion Forum
- Submit the Vocational Exploration Assignment

Week 13: Late Adulthood

What are the unique challenges and developmental tasks of late adulthood?

- Read the Weekly Overview
- Read Chapter 9: Late Adulthood
- View TED talk from Daniel Kahneman: *The riddle of experience vs. memory* (19:51)
- View *Alive Inside* (6:44)
- View *From Dusk to Dawn* | The New York Times (9:03)
- View *Experience 12 Minutes In Alzheimer's Dementia* (8:03)

Due Friday

- Complete the Week 13 Quiz
- Submit the Defining Happiness Interview Assignment

Week 14: Death and Dying

What are the leading causes of death in the US? And, regardless of type of death, how can we grieve well?

- Read the Weekly Overview
- Read Chapter 10: Death and Dying
- View *Dr. Melissa Mork: The Mourning After* (46:27)
- View *Children and Grief* (39:24)
- Browse the National Suicide Prevention Lifeline website

Due Friday

- Complete the Week 14 Quiz
- Participate in the Bucket List Discussion Forum
- Submit the Bucket List Assignment
- Complete the Unit 3 Exam

Week 15: Pulling it all together

How do we apply what we have learned to a cohesive understanding of our own development?

The final week varies in length based on the semester. Please refer to the Semester Calendars found in the Academic Information section at the top of the course site for details.

- Read the Weekly Overview

Due Last Day of Semester

- Submit the Pulling it all together Assignment