Moravian College
Life-Span Development (PSYC 270)
Syllabus – fall 2005
Class: T/R 8:50 to 10:00
classroom: PPHAC 102

instructor: Debra Romberger, Ph.D.
610 554-0144 (please use this number to reach me)
office: PPHC 224
email: drombergermft@aol.com or college email
Office hours: before and after class or by appointment

Textbook/required reading:
Articles distributed in class or on reserve in library

* all articles listed on syllabus are on reserve at the library. Please be respectful of your classmates and do not remove them from the library.

Course Description:
Individual development as a lifelong process. Representative theories, research, and controversies on conception and birth, infancy, childhood, adolescence, adulthood, old age, death, and dying. Insight into social, emotional, cognitive, and physical aspects of aging along the various stages of development.

Course Objectives/Outcomes
The student will:
1. Learn the declarative knowledge relevant to life-span development from the academic discipline of Developmental Psychology. This declarative knowledge includes the research results, concepts, principles, major theories and criticisms of the major theories-especially the feminist challenges-relevant to the physical, cognitive, emotional, social, and personality developments of the individual from preconception to death.
2. Learn cross-cultural perspectives relevant to life-span development.
3. Critically and analytically think about the implications and applications for the knowledge acquired from outcomes 1 and 2 above in order to develop strategies or guidelines for interactions with individuals at “any age and level of development” within the various domains of development.
4. Gain personal insights by:
   a. Identifying any personal characteristics they have which might prevent them from putting strategies, in #3 above, into practice as caregivers or practitioners.
   b. Examining and analyzing their own personality, independent of their role as future or current caregiver, as being a result of the forces within and acting on themselves during the developmental periods covered in this course.
   c. Helping the student to understand that they can change if they become aware of the forces that have influenced them.

Exams:
There will be 2 exams. Each exam will be worth 100 points. (Please see course schedule for dates and chapters.) Exams are a combination of multiple choice and true and false questions and essay.

Missed exams/Late Papers 😞
To be fair to students who prepare for exams and assignments in a timely fashion, make-up exams will not be given. Exams may always be taken early if you are planning a vacation on a test day. Late Papers will be reduced by one letter grade per day late.

Paper
1. 15 pages (APA) – Title page, abstract, reference list, running head
2. Exploring a topic related to Developmental Psychology (e.g. bullying, teen suicide, corporal punishment in schools or home, discipline styles, ageism, drug abuse, homosexuality and parenting). Discuss prevalence, why this is an important topic in this day and time, how this topic impacts our culture or perhaps even how this might have impacted you personally.
   • In this section you will be using current journal articles discussion recent research pertaining to this topic (not more than 5 years old).
3. Now, through the eyes of three theorists discuss your topic from their point of view. You must include S. Freud as one of your theorists.
   • In this section you will be using articles/books published by theorist him/herself. Use only primary resources; these may be older than 5 years.
   • Compare and contrast the theories of the three experts you have chosen as they apply to your topic.
   • For example, tell me how Freud would explain the increase of bullying and violence in our schools. What role would gender play in these changes according to Freud, Gilligan, and Erikson? How might Gilligan and Erikson’s thoughts compare with Freud’s thoughts?
4. In my humble opinion, to complete this assignment well, you will need to have at least 10-15 sources.
5. This paper will be worth up to 100 points.
6. Start early!

Project responses
1. You will be provided a series of questions, small research projects, and/or opportunities which correspond to the topics/chapters we will be discussing in class. These activities will be discussed in class and handed in for credit at midterm and the end of the semester. You can receive up to 100 points (10 points for each mini project/response).

Article response
1. Write a short response to the article assigned in the syllabus. What did you think about the article? What are the long term ramifications of what is discussed to society in general and you personally? I want to hear your feelings here. (5 points for each response- 100 total possible)

Attendance/Participation
I encourage all students to make every effort to attend all classes. Material on your two exams will be taken from our text, articles assigned, and class discussions. Attendance and active participation (e.g. volunteering to answer questions, providing thoughtful responses) may help your grade. If you for example have an 89% at the end of the term, a student who has been an active participant may be awarded the A- instead of the B+. In contrast, passive attendance (e.g. attending class and taking notes) will not increase or decrease your grade.

Cheating and Plagiarism
Please refer to your Moravian college handbook for the college’s policy on this subject.

Total points:
2 exams 200
Research paper 100
Project response 100
Article response 100
Response paper to Morrie 50
(take home-final)
Total 550
Grading system

A  93-100%
A-  90-92%
B+  87-89%
B   83-86%
B-  80-82%
C+  77-79%
C   73-76%
C-  70-72%
D   69-60%
F   below 60%

DEVELOPMENTAL PSYCHOLOGY – Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments – read the chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Introduction /syllabus</td>
<td>CH 1</td>
</tr>
<tr>
<td>9/1</td>
<td>Science of Life-span</td>
<td>CH 2</td>
</tr>
</tbody>
</table>

**Beginnings**

| 9/6   | Biological beginnings  | CH 3 |
| 9/8   | Prenatal development and Birth | CH 4 |
| 9/13  | Physical development   | CH 5 |

**Infancy**

| 9/15  | Cognitive development | CH 6 |
| 9/20  | Socioemotional development | CH 7 |

**Research topics due-please present in the form of a thesis statement**

*The purpose of this research paper is to discuss the impact of gender on bullying in our schools today through the eyes of S. Freud, E. Erikson, and C. Gilligan.*

**Early Childhood**

| 9/22  | Physical and Cognitive development | CH 8 |
| 9/27  | Socioemotional development | CH 9 |

| 9/29  | Physical and cognitive development | CH 10 |
| 10/4  | Wired for Thought |
| 10/6  | Socioemotional development | CH 11 |

| 10/11 | The New Gender Gap |
| 10/13 | Wired for Thought |
| 10/18 | The New Gender Gap |

**Middle and Late Childhood**

**Adolescence**

| 10/13 | The 100 Best High Schools in America |
| 10/18 | The 100 Best High Schools in America |

**Early Adulthood**

| 10/20 | She Works, He Doesn’t |
10/25 Socioemotional development CH 15
   article # 29 We’re Not in the Mood
10/27 Gay and Lesbian parenting – movie/discussion
   Research Papers due - late papers will be reduced by one letter grade for each day late.

Middle Adulthood
11/1 Physical and Cognitive Development CH 16
   article #31 Emotions and the Brain: Laughter
11/3 Socioemotional Development CH 17
   article #34 12 Things you Must Know to Survive and Thrive in American

Late Adulthood
11/8 Physical development CH 18
   article #37 The Nun Study: Alzheimer’s
11/10 Cognitive Development CH 19
   article #32 The End of the Age of Estrogen
11/15 Socioemotional Development CH 20
   article #35 Sleep Waves: Sleep and Aging
   article #36 The Disappearing Mind

Endings
11/17 & 22 Death and Grieving CH 21
   article #38 Start the Conversation

11/24 no class - Thanksgiving
11/29 Article responses and Project responses due – wrap-up
12/1 Test 2 (CH 11-21)
12/6 & 8 Tuesdays with Morrie movie/discussion

Date TBS final – response paper to Morrie, apply concepts and theories we discussed during the term to the characters and relationships portrayed in the movie Tuesdays with Morrie (e.g. Erikson’s developmental stages, Kubler Ross stages of death and dying, attachment style, emotional intelligence – the sky is the limit). Use this assignment to let me know you can apply the concepts we have spend the semester discussing and learning about.

ADA
Any student who wishes to disclose disability and request accommodations under the Americans with Disabilities Act (ADA) for this course must first meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/ADHD/ADD or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

Changes to the syllabus is at the discretion of the instructor, and it is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for the course.

I am looking forward to working with all of you over the next 15 weeks. I am only a phone call 610 554-0144 or email away (drombergermft@AOL.com), please do not hesitate to contact me if you have and questions or need help.