**PSY 3350: Lifespan Human Development**

**Fall 2019 MWF 12:20-1:10**

**Location:** BSB E206

**Instructor:** Shelby Rivers ([Shelby\_Rivers@Baylor.edu](mailto:Shelby_Rivers@Baylor.edu))

**Office hours:** T 8am-9am, W 1:30-3:30 (BSB atrium), or by appointment (Baylor Tower 912)

**Course description:** This is a survey course on the psychology of human development across the lifespan, with specific emphasis on major theories, developments in research, and social, biological, and cultural influences on change.

*Prerequisites:* NSC 1106-1306, PSY 1305

**Course goals:**

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

1. Identify, define, and apply influential theories (e.g., Erikson’s eight-stage theory) of human development across time and cultures;
2. Recognize and describe specific cultural contributions to individual development;
3. Trace key social, psychological, and biological milestones in development and contextualize them within larger patterns of growth;
4. Critically read and evaluate primary sources (empirical research literature) in developmental psychology and related fields;
5. Creatively integrate findings and theory from the fields of developmental and cultural psychology with student’s own field of interest and personal identity.

**Required text:**

Arnett, J. J., & Arnett, L. A. (2019). Human development: a cultural approach (3rd ed.). New York, NY: Pearson.

You do *not* need to purchase the online access card accompanying the textbook.

Additional required readings will be posted on Canvas throughout the semester. The planned reading list is on the last page of the syllabus. All required readings will be announced in class and on Canvas. **Textbook chapters and other readings should be completed before the material is covered in class** (see schedule for details).

**Course policies:**

*Attendance*

Regular attendance is expected and necessary for success in this course. Poor attendance resulting in missing many in-class assignments will have a noticeable negative influence on your grade. If extenuating circumstances (e.g., illness) prevent you from attending class on an exam day, it is your responsibility to **contact me before class**. In accordance with College of Arts & Sciences policy, missing more than 25% of all classes (equal to 11 class days for a MWF course) will result in an automatic “F” in the course.

*Electronics*

We will have in-class activities that demand the use of electronic devices, and I permit the use of laptops or tablets **for note-taking**. However, please be courteous and respectful of your instructor and the other students. Using electronic devices in an obviously distracting manner (e.g., texting) will result in you being asked to leave the classroom and being marked absent for that day. If you need to take an important phone call, please leave the classroom as quietly and unobtrusively as possible, and return in the same way.

*Late and make-up work*

Many assignments during this course will be completed in class. For these activities (including assignments turned in for a participation grade and in-class quizzes), make-up and late work **will not be accepted.** If an exam day must be missed, make-up exams will be scheduled for students who contact me before missing the exam. For assignments submitted online (including online discussions and the final project), late work **will be** **accepted**, and penalties are explained in the assignment descriptions below.

*Academic integrity*

Plagiarism or any other form of cheating (e.g., cheating on quizzes) is a breach of student-teacher trust and an obstacle to student learning. Any work submitted under your name is expected to be *wholly* yours, with no outside composition or revision. Proper citation of outside sources is expected, and it is your responsibility to document your sources fully and correctly. Plagiarism or any other academic dishonesty **will be reported to the Honor Council and may result in failure of the course.**

Depending on the option you choose for your final project, you may be required to submit it via TurnItIn. Papers submitted to TurnItIn are compared to resources in the database. The results of the comparison (including hyperlinks to web pages or other papers with the same text) are then sent to the instructor. Students agree that by taking a course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: http://www.turnitin.com. Understand that all work submitted to turnitin.com will be added to its database of papers. Further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action

*Academic success*

I want all students to succeed in this course. If you find yourself struggling, do not hesitate to contact me, the Success Center (710-8212), and/or the Counseling Center (710-2467). It is always better to do so sooner rather than later.

*OALA*

If you qualify for classroom accommodations, please let me know via email during the first week of classes (or whenever you have acquired documentation from the Baylor Office of Access and Learning Accommodations, 710-3605).

*Title IX*

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. This policy prohibits sexual and gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation (collectively referred to as prohibited conduct). For more information on how to report, or to learn more about our policy and process, please visit www.baylor.edu/titleix. You may also contact the Title IX office directly by phone, (254) 710-8454, or email, [TitleIX\_Coordinator@baylor.edu](mailto:TitleIX_Coordinator@baylor.edu).

**Grading:**

Students will earn letter grades according to the following point distributions. Any half-points given will be rounded up to the next full point (so somebody earning 314.5 points would earn a final grade of A-).

A: Earning 325 points or more

A-: Earning 315 points or more

B+: Earning 305 points or more

B: Earning 290 points or more

B-: Earning 280 points or more

C+: Earning 270 points or more

C: Earning 255 points or more

C-: Earning 245 points or more

D+: Earning 235 points or more

D: Earning 220 points or more

D-: Earning 210 points or more

F: Earning fewer than 210 points

**Assignments:**

*Connection discussions* (30 points total)

There will be a total of 15 online discussion postings (one per week). This is a creative project, and a way to demonstrate what you have learned each week. You may post any type of content you like (a news article, a personal story, something from another class, a YouTube video, a photograph, a song, etc.) as long as you a) make sure it is reasonably appropriate and b) write a few sentences to clearly link it to relevant class material covered in the previous week. Each submission is worth up to two points, and I will select a few excellent submissions each week to be shown in lecture. If your submission is selected, you will earn an extra bonus point for that week. The deadline will be **each Friday at 11:59pm** (except weeks with Friday holidays, when it will be the following Monday); late postings submitted within 24 hours after the deadline will receive half credit.

*Quizzes* (60 points total)

There will be a total of 13 quizzes over material assigned since the last quiz (textbook, lecture, and readings). Each quiz will be worth five points; the lowest quiz score will be dropped at the end of the semester. Quizzes will be completed at the beginning of class, and **missed quizzes cannot be made up**. There are no pop quizzes; all dates are listed on the schedule at the end of the syllabus. If a quiz needs to be delayed for any reason, this will be announced on Canvas as well as in class. The format of the quizzes may change from week to week, including but not limited to: multiple-choice, fill in the blank, matching, and short answer.

*Exams* (150 points total)

There will be a total of three exams: two midterms and one final. Each will be worth 50 points: half multiple-choice and half other types of questions (fill in the blank, labeling, brief essay, etc.). All exams will be cumulative and may cover all class material (textbook, lecture, and readings). The midterm dates are: **Monday, October 7** and **Wednesday, November 6**. The final date (as scheduled by the registrar’s office) is **Thursday, December 12th (2-4 pm)**.

*Capstone project* (100 points total)

A general rubric for the capstone project is posted on Canvas. The final project will be due on the last day of class (**Monday, December 9**) by 11:59pm. Late submissions will lose 10 points for each successive day they are late, and projects submitted after the final exam will receive 0 points.

Option A: literature review paper (75 points)

You may choose to write a brief (6-8 double-spaced pages) summary literature review paper within a relatively specific area of research.

Option B: creative option (75 points)

You may choose to express the same amount of information as in a literature review, but with a format and goal of your choosing. For example, you could create a video essay, a social media campaign spreading awareness about a topic, or a proposal for an applied program.

I encourage you to select whichever option is more personally appealing and professionally useful to you. Regardless of which option you pick, you will be required to submit an **APA-style** **annotated bibliography of at least 10 sources** (if you include more sources, you do not have to annotate those). This component will be worth 25 points and has a separate rubric on Canvas.

We will have two check-in points during the semester. Both of these will involve Canvas submissions by 11:59pm. The first is **Wednesday, October 2**, when you will select a topic and option. I have posted to Canvas a list of possible ideas to get you started but will also welcome your unique contributions. The second is **Wednesday, November 13**, when you will submit whatever you have worked on thus far. This is intended to be a way for me to give you feedback before the project is due, so although you will not be penalized for submitting less detailed work, you will miss out on useful feedback. If you miss either check-in, one point will be dropped from your final project grade for each successive day you fail to check-in (up to a total of 10 points per check-in).

*In-class participation* (10 points total)

We will have some in-class assignments graded for completion, as well as some class discussions and other activities. Regular attendance and participation will be required to earn these points.

*Extra credit*

Extra credit opportunities will be announced in class and on Canvas. The last day to turn in assignments for extra credit is the last day of class (**Monday, December 9**).

**Schedule**

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| Week | Monday | Wednesday | Friday |
| 8/26 – 8/30 | Syllabus day | Read: Chapter 1 | **Connection 1 due** |
| 9/2 – 9/6 | No class – Labor Day | Read: Henrich et al. | *Quiz #1* *(in class)*  Read: Chapter 2  **Connection 2 due** |
| 9/9 – 9/13 |  |  | Read: Case et al.  **Connection 3 due** |
| 9/16 – 9/20 | *Quiz #2 (in class)*  Read: Chapter 3 |  | Read: Khan et al.  **Connection 4 due** |
| 9/23 – 9/27 | *Quiz #3 (in class)*  Read: Chapter 4 |  | Read: Vouloumanos & Curtin  **Connection 5 due** |
| 9/30 – 10/4 | *Quiz #4 (in class)*  Read: Chapter 5 | **Project check-in #1** | *Quiz #5 (in class)*  Read: Rasmussen et al.  **Connection 6 due** |
| 10/7 – 10/11 | *Midterm 1 (in class)*  Chapters 1-5 | Read: Chapter 6 | **Connection 7 due** |
| 10/14 – 10/18 | *Quiz #6 (in class)*  Read: Grabell et al. | Read: Chapter 7 | No class – Fall Break |
| 10/21 – 10/25 | **Connection 8 due**  Read: Nelson et al. | *Quiz #7 (in class)*  Read: Chapter 8 | **Connection 9 due** |
| 10/28 – 11/1 | Read: Campbell et al. | *Quiz #8 (in class)*  Read: Chapter 9 | **Connection 10 due** |
| 11/4 – 11/8 | *Quiz #9 (in class)*  Read: Hill et al. | *Midterm 2 (in class)*  Chapters 1-9 | **Connection 11 due**  Read: Chapter 10 |
| 11/11 – 11/15 | Read: Kline et al. | **Project check-in #2** | *Quiz #10 (in class)*  Read: Chapter 11  **Connection 12 due** |
| 11/18 – 11/22 | Read: Scheibe | *Quiz #11 (in class)* | **Connection 13 due**  Read: Chapter 12 |
| 11/25 – 11/29 |  | No class – Thanksgiving | No class – Thanksgiving |
| 12/2 – 12/6 | *Quiz #12 (in class)*  Read: King et al.  **Connection 14 due** | Read: Chapter 13 | Read: Tafarodi et al.  **Connection 15 due** |
| 12/9 – 12/12 | Last day of class  *Quiz #13 (in class)*  **Final project due** | **FINAL EXAM: Thursday, 12/12 2-4 pm**  Chapters 1-13 | |

Reading List (subject to revision)

1. Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*, 1-23. doi: 10.1017/S0140525X0999152X

2. Case, A. P., Royle, M., Scheuerle, A. E., Carmichael, S. L., Moffitt, K., Ramadhani, T. (2014). Birth defects, causal attributions, and ethnicity in the National Birth Defects Prevention Study. *Journal of Genetic Counseling, 23,* 860-873. doi: 10.1007/s10897-014-9708-5

3. Khan, J., Vesel, L., Bahl, R., & Martines, J. C. (2015). Timing of breastfeeding initiation and exclusivity of breastfeeding during the first month of life: Effects on neonatal mortality and morbidity – a systematic review and meta-analysis. *Maternal and Child Health Journal, 19,* 468-479. doi: 10.1007/s10995-014-1526-8

4. Vouloumanos, A., & Curtin, S. (2014). Foundational tuning: How infants’ attention to speech predicts language development. *Cognitive Science, 38,* 1675-1686. doi: 10.1111/cogs.12128

5. Rasmussen, E. E., Strouse, G. A., Colwell, M. J., Johnson, C. R., Holiday, S., Brady, K., …Norman, M. S. (2019). Promoting preschoolers’ emotional competence through prosocial TV and mobile app use. *Media Psychology, 22,* 1-12. doi: 10.1080/15213269.2018.1476890

6. Grabell, A. S., Olson, S. L. Miller, A. L., Kessler, D. A., Felt, B., Kaciroti, N., … & Tardif, T. (2015). The impact of culture on physiological processes of emotion regulation: a comparison of US and Chinese preschoolers. *Developmental Science, 18,* 420-435. doi: 10.1111/desc.12227

7. Nelson, T. D., James, T. D., Hankey, M., Nelson, J. M., Lundahl, A., & Espy, K. A. (2017). Early executive control and risk for overweight and obesity in elementary school. *Child Neuropsychology, 23,* 994-1002. doi: 10.1080/09297049.2016.1183606

8. Campbell, I. G., Grimm, K. J., de Bie, E., & Feinberg, I. (2012). Sex, puberty, and the timing of sleep EEG measured adolescent brain maturation. *Proceedings of the National Academy of Sciences of the United States of America, 109,* 5740-5743. doi: 10.1073/pnas.1120860109

9. Hill, P. L., Schultz, L. H., Jackson, J. J., & Andrews, J. A. (2019). Parent-child conflict during elementary school as a longitudinal predictor of sense of purpose in emerging adulthood. *Journal of Youth and Adolescence, 48,* 145-153. doi: 10.1007/s10964-018-0912-8

10. Kline, S. L., Zhang, S., Manohar, U., Ryu, S., Suzuki, T., & Mustafa, H. (2012). The role of communication and cultural concepts in expectations about marriage: Comparisons between young adults from six countries. *International Journal of Intercultural Relations, 36,* 313-330. doi: 10.1016/j.ijintrel.2012.03.003

11. Scheibe, S. (2019). Predicting real-world behaviour: Cognition-emotion links across adulthood and everyday functioning at work. *Cognition & Emotion, 33,* 126-132. doi: 10.1080/02699931.2018.1500446

12. King, D. B., Cappeliez, P., Canham, S. L., & O’Rourke, N. (2019). Functions of reminiscence in later life: Predicting change in the physical and mental health of older adults over time. *Aging & Mental Health, 23,* 246-254. doi:10.1080/13607863.2017.1396581

13. Tafarodi, R. W., Bonn, G., Liang, H., Takai, J., Moriizumi, S., Belhekar, V., & Padhye, A. (2012). What makes a good life? A four-nation study. *Journal of Happiness Studies, 13,* 783-800. doi: 10.1007/s10902-011-9290-6