**LIFESPAN DEVELOPMENT (Psych 245)**

**Block 6, 2019**

Professor: Alice Ganzel

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Office: 106B Law Hall

Class times: 9:00-11:00 and 1:00-3:00

Office Hours: Tuesdays, 3:00-4:00 and by appointment

Texts: There is no specific, dedicated text for this course, as discussed further below.

You may consult any text on child, adolescent, or adult development available in classroom and/or on reserve in Cole library; various handbooks available in Cole Library; reputable websites; appropriate videos; and any sources that are useful and based on empirical findings. Additional readings will be posted on Moodle or distributed in class.

### TEACHING PHILOSOPHY, COURSE GOALS, and COURSE OBJECTIVES

My teaching philosophy is that you and I are in partnership in this endeavor and thus, we have responsibilities to each other. I see my responsibility as (1) giving you an organization to use to consider the variety of topics related to this subject matter; (2) structuring the daily assignments to lead you toward our understanding of what we know to date, (3) engaging your skills of analysis to judge the adequacy of our current explanations lifespan development, and (4) giving you the skills to pursue additional questions and interests you may wish to pursue further. For your part, I expect you to come prepared for our class time together (as detailed below), to be willing to share your questions, your perspectives, and your respect toward your classmates, and to engage with each other and with me to advance our respective learning journeys.

Lifespan developmental courses are sometimes referred to as “womb to tomb.” This is a tall order, especially on the block plan. Given the comprehensive nature of the topic and the compressed nature of our calendar, collaboration between class members is a necessity. The broad goals for this course include the following:

* to acquaint you with the research findings that form the basis of our current understanding of lifespan development;
* to foster your willingness and ability to rely on others to deepen your understanding;
* have strengthened your skills in critical thinking, writing, and oral presentation.

More specifically, if we are (jointly) successful in these endeavors, by the end of the course you will:

* have a working knowledge of what current research suggests about lifespan development;
* understand *how* early life experiences can impact later development;
* know how to formulate empirical questions related to lifespan development that you feel have yet to be addressed;
* have learned how to function in a team structure;
* know how to *find* and *decipher* empirical research related to a given topic in lifespan development, and how to formulate this as a longitudinal question.

**ASSESSMENT**

We will be assessing your progress throughout the course in the following ways:

|  |  |
| --- | --- |
| Attendance and Participation (with weekly feedback) | 10% |
| Reflections on and Organization of Learning Journal (with weekly feedback, 5% each) | 15% |
| Retrieval and Consolidation Exams (15% each) | 45% |
| Block Project: Team Presentations (consistent feedback throughout) | 30% |

Final course grades will be determined on a percentage basis using the following:

94 to 100% 🡪 A 84 to 86% 🡪 B 74 to 76% 🡪 C 64 to 66% 🡪 D

90 to 93% 🡪 A- 80 to 83% 🡪 B- 70 to 73% 🡪 C- 60 to 63% 🡪 D-

87 to 89% 🡪 B+ 77 to 79% 🡪 C+ 67 to 69% 🡪 D+ below 60% 🡪 F

**BROAD OVERVIEW OF DAILY AND WEEKLY COURSEWORK**

It is often challenging to assign a more standard textbook (which summarizes research findings to date) for lifespan development, for a variety of reasons. First, the research is so broad that by necessity textbooks either are too comprehensive (can have upward of 800 pages) or by necessity omit aspects I believe are important information. Second, students in this course vary widely in their background knowledge (including first-year students for whom this is their first introduction to the field, to psychology majors about to finish their degree).

In order to enhance learning regardless of differences in background, I use the following approach: To prepare for our daily meetings, I have posted a set of questions for each topic on Moodle. You should consult the questions, access one or more of the textbooks, either in the classroom or on reserve in the Library, and note the information in your Learning Journal (discussed further below). Reading from a variety of sources allows us to share with each other not only our own perspectives but also the perspectives from different authors (i.e., lifespan researchers). If you wish acquire your own text, talk with me about suggestions.

Each Friday, you will review the week’s work and compose a reflection of, and organization of, those topics. Each Monday morning of the block you will demonstrate your understanding of that material through a retrieval and consolidation exam. Monday afternoons will be dedicated to advancing work on the block project; the final two days of the block will be reserved for presentations on the block project. [Please do NOT ask to be excused from the final Wednesday class; all class members are required to attend.]

**CLASS FORMAT, ATTENDANCE, AND PARTICIPATION**

(adapted, with permission, from Kara Beauchamp)

To prepare for class each day, consult the questions available on Moodle. Use the various textbooks on reserve in the Library or consult the textbooks in the classroom. Incorporate notes in your **Learning Journal** (see next section). I will occasionally lecture in our daily work together but we will also spend our time doing exercises to illustrate the concepts, and discussing and linking concepts.

In an immersion calendar like ours, daily attendance and preparation is *essential*. Because daily activities build on previous ones, students will be allowed only ***3 excused absences*** (morning and afternoon count separately). If you must miss a class, email me beforehand, and plan to check with your classmates or me as to what was covered. If a student misses more than three classes (excused or unexcused), the course grade will be lowered by 1/3 of the letter grade (e.g., from A to A-). (I reserve the right to adjust this policy in the case of individual unforeseen and unavoidable circumstances.) Furthermore, habitual tardiness will result in the same penalty.

**Class discussion and participation:** Each of us comes into this class with our own history, interests, and understanding, which will be similar in some ways and differ in others. Willingness to share your perspective with classmates and to be open to their experiences and viewpoints advances everyone’s understanding … provided, of course, that we are respectful of others. Please be willing to share your ideas and be open to alternative perspectives. Listening carefully, asking questions, and responding to what people have said all demonstrate respectful engagement. If you tend to be reticent about talking in class, one strategy for participating is to ask clarifying questions of your classmates. Doing so can help others to simplify and/or expand their ideas. As always, however, questions should be honest and respectful. Daily attendance, preparation, and participation are designed to help you meet the EPOs of ***knowledge,*** ***inquiry, reasoning,*** and ***communication.***

Each week I will give you my feedback on your participation for that week. There is a rubric for participation available on Moodle.

**Class Policies and Etiquette:** I expect you to be engaged with me, your classmates, and the course material. Participation includes being attentive and non-disruptive in class, being respectful of others’ opinions, being present and arriving to class on-time, turning off and **putting away** cell phones and ear buds, and avoiding distractions like reading the newspaper, knitting/crafts, etc. We will be using laptop computers often, and I expect you to use it ***ONLY***for class activities (information search, doing other assigned activities): no surfing the web, checking your e-mail, watching videos, etc. When we are discussing ideas or doing other activities that don’t need the computer, you must close the lid. It is very distracting to others, and to me, when you are not attending to our discussions.

Furthermore, I hold a **STRICT NO CELLPHONE** policy in the classroom. If you must consult your cellphone, do so *only* during breaks and you must leave the room. **If your cellphone or computer becomes a distraction to you and/or to me I will ask you to leave for the remainder of the class period**, and your attendance and participation points will be affected. Violating this policy will severely impact your participation and attendance grade.

**THE LEARNING JOURNAL (also known as The Interactive Notebook)**

(adapted, with permission, from Kerry Bostwick)

As you complete your daily assignments, you will keep a ***learning journal*** (also known as the interactive notebook).

**Daily Work**

**Preparation for class**: Research into the neuroscience of learning reveals that true mastery of subject occurs only when one has actively interacted with the topic. As noted earlier, I will post questions, on Moodle, to help guide your study for the topic covered each day. You can then consult one or more of the textbooks to give you the necessary background information. Feel free to use any resources that will help. For example, the Library has a database called “Films-on-Demand” that has thousands of videos across many academic disciplines. YouTube videos can be a resource, especially for many of the established theories (e.g., Piagettian tasks). Of course, Google is always available, but I would encourage you to use this sparingly; Google tends to summarize topics superficially, and I would like you will strive for deeper understanding. Regardless of the sources you use, ***you must document them in your notebook.***

Although you may be inclined to type your notes, I’d encourage you to hand-write them instead. Research into effective learning indicates that hand-writing their comments forces people to slow down their thinking and consider the ideas more deliberately. I also strongly encourage you to include any questions, objections, and/or ideas that are generated by the reading. For example, you may encounter theories or findings that you’re skeptical about, or insights you’ve gained into your own or others’ behavior, or things that surprised you. You may encounter something beyond the daily prep questions you’d like to discuss further, etc. Bring your Learning Journal with you to class, and feel free to raise any such ideas.

**In class:** We’ll use our class time together to reinforce and practice these concepts. This will include exercises and discussion. Sometimes we will also be searching for additional information in class so bring your laptop as well. On those occasions when I do add information through lecture, you should again take notes. However, it is INEFFECTIVE to record *only* what I show on Power Points. (Besides, I post these on Moodle after our class session.) In addition to noting these main points, write down the *examples* I use to illustrate each point. Plan also on taking notes on the exercises, demonstrations, and discussions we have in class.

**Weekly Review, Reflection, and Organization**

In order to consolidate the material you’re studying, each Friday (due on Moodle by 8:00 p.m.) you will compose a short ***reflection*** on your learning for the week; and an ***organizational overview*** of the topics that were covered. Reflecting on your own learning facilitates the practice of *metacognition* and organizing information facilitates a memory technique known as *chunking*, both of which enhance deep understanding.

The **reflection** is your self-assessment of your mastery of the material; here are some questions to consider for your review: What concepts did you already know and what was new information? Where do you feel confident in your understanding? What concepts were more difficult to grasp? What kinds of things might you do to help yourself in mastering this understanding? etc. The reflection should not exceed two pages, double-spaced, and must be typed and uploaded to the respective assignment folder. (Also see general guidelines for written assignments.)

Additionally, you will submit an **organizational overview** of the topics covered during the week. The most common approach to this is an outline of the topics, but there are alternative approaches as well: concept maps, webbings, etc. You may want to consult [www.inspiration.com](http://www.inspiration.com) for other ideas.

Please note that ***I may ask to see your notebook* *itself*.** Additionally, on your second and third reflections you should address any suggestions or questions I may note on your previous reflections. The Learning Journal reflection and organization are designed to help you meet the EPOs of ***knowledge and inquiry.***

**Work Expectations:** According to the US Department of Education, in order to receive credit for a block course (which is equivalent to a 4 semester-hour course), a student is expected to spend at least 150 hours on coursework. This includes both in-class and out-of-class time. We will spend 3-4 hours each day in class. That means that you should spend 3.5 – 4 hours a day on coursework outside of class time every day, including weekend days.

**RETRIEVAL AND CONSOLIDATION EXAMS**

Each of these previous facets of the course is designed to prepare you for the weekly exams, and exams are designed to facilitate your further consolidation and application of your learning. These will consist of the types of exercises and discussions we practice in class. The daily questions serve as my/your test outline. Exams are similarly designed to help you meet the EPOs of ***knowledge and inquiry.***

**BLOCK PROJECT/TEAM PRESENTATION**

See separate handout following the Course Outline.

**CORNELL POLICIES**

STUDENTS WITH DISABILITIES: Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities.  For more information see [cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml). Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.  Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

HEALTH ISSUES: If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If health concerns make the completion of this course not viable, you may petition for a health withdrawal (WH), but you should be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

ACADEMIC HONESTY: Cornell College expects all members of the Cornell community to act with academic integrity.  An important aspect of academic integrity is respecting the work of others.  A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known.  When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source.  If there is no appropriate acknowledgement of sources, **whether intended or not,** this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.  The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading ‘Academic Policies – Honesty in Academic Work.’

**OTHER CLASS POLICIES**

LATE POLICIES: All written work is due at the beginning of class or as noted on the Course Schedule, and if turned in late will be penalized 2% per hour up to 5 hours, and 10% per day thereafter.

E-MAIL: Periodically I will send all-class announcements via e-mail, so you should plan on checking this frequently. Note that College policy states that electronic communications are as official as written communications and you are expected to check this at least once a day.

**COURSE SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Class preparation (see questions on Moodle) | Other assignments due |
| 2/11 | Orientation; basics of developmental psych | any developmental text (ADT) |  |
| 2/12 | Research | any developmental or introductory text |  |
| 2/13 | Genetics (nature) | *see questions on Moodle for sources* |  |
| 2/14 | Family (nurture) | ADT; and Cox & Paley (on Moodle) |  |
| 2/15 | Intelligence & IQ | ADT or introductory psych text |  |
|  |  |  |  |
| 2/18 | R & C Exam | *afternoon is devoted to block project* |  |
| 2/19 | Infancy & Early Child | any developmental text (ADT) |  |
| 2/20 | Infancy & Early Child | any developmental text (ADT) |  |
| 2/21 | Adolescence | ADT and *Robbers Cave Study* |  |
| 2/22 | Emerging Adulthood | ADT; and van Vianen (on Moodle) |  |
|  |  |  |  |
| 2/25 | R & C Exam | *afternoon is devoted to block project* |  |
| 2/26 | Middle Adulthood |  |  |
| 2/27 | Later Adulthood |  |  |
| 2/28 |  |  |  |
| 3/1 |  |  |  |
|  |  |  |  |
| 3/4 | R & C Exam |  |  |
| 3/5 | Presentations |  |  |
| 3/6 | Presentations |  |  |

**BLOCK PROJECT: WORKING IN A TEAM STRUCTURE**

One of the most-desired skills cited by employers is people who have the ability to work as part of a team. Despite a fairly robust research literature on effective team functioning, only rarely do we give students a chance to learn these skills. This block project is designed to enhance your skills in the EPOs of ***communication*** and ***knowledge***.

I will be assigning you to teams of five. To the best of my ability, I have structured teams such that you vary by major/background interests, class, and gender. Your final goal will be a presentation on a topic of your choosing from a lifespan perspective (i.e. covering that topic for each of the relevant life stages). However, the broader goal is to give you the experience of working as part of a team.

To practice functioning as a team, during the first week I will ask you, at the beginning of each class, to briefly compare your understanding of the questions for that day. Each member of the team will serve, once each, as a facilitator and as a reporter. The responsibilities of each are these:

|  |  |
| --- | --- |
| Facilitator | Solicits comments from others, moderates discussion, keeps group on task |
| Reporter | Takes notes summarizing team discussions, and gives a brief summary of the team’s joint understanding and/or difficulties with concepts to the class |

We will work on assigning these roles on the first day of class. (We will also allow class time to work on the project throughout the block.)

Your next step will be to confer among your team to draft a team rubric. Team rubrics are designed to help members be accountable to each other. There are three examples of team rubrics on Moodle. As a team, you may select one of these to use, or you may combine elements to generate your own rubric, or you may write a completely new rubric. This is due Thursday, Feb. 14th, at 5:00 pm. (There is an assignment folder on Moodle. Only one rubric per team is necessary.)

You will be using this rubric to assess yourself and your teammates twice during the course: Feb. 22 and March 6. Hopefully, this will be a *pro forma* task; the real work will be done in the day-to-day interactions with each other. The ultimate goal is for the teams to become *self-regulating*; (e.g., to be able to be responsible to yourself and each other without resorting to me as a mediator).

Next, you will jointly decide on a project for the team. We will work on this in class on the second Monday. The project itself will be a presentation of a specific aspect of development from a lifespan perspective (i.e. from infancy through adulthood). I will be working with you to help you with the scope of the project (i.e. not too broad, not too narrow). The Library has electronic copy of the *Handbook of Lifespan Development.* This may give you some ideas, and I will present others to consider. I encourage you to generate at least three possibilities on your own, and then work together to identify a topic that interests all members (even if not the first choice of some members).

Once you have determined a topic, then you will develop a plan for gathering background research. You should have a list of possible references, along with the team assignments (who will do what). Again, plan to work closely with me so we can assure appropriate progress toward the goal.

**Your final group presentation is only a small part of your overall grade.** The overarching goal is to give you the opportunity to learn to work on a project as a team. However, your classmates will give you their feedback on how well you enhanced their understanding.

Here is a brief overview of the assignments and their due dates:

|  |  |  |
| --- | --- | --- |
|  | Due | Percent of Project Grade (30%) |
| Common Team Rubric | 2/14, 5:00 pm | 5% |
| List of possible references and member assignment | 2/21, 5:00 pm | 5% |
| Mid-point assessment of team members with common team rubric | 2/22, 8:00 pm | 5% |
| Presentation to class | 3/5 and 3/6 | 10% |
| Final assessment of team members | 3/6, 9:00 am |  |
| Final Reflection paper on team learning processes | 3/6, 5:00 pm | 5% |

Listed below are some potential sources you may want to consult. Handbooks tend to be very comprehensive, so in some instances textbooks may be more accessible. Take advantage of any and all resources you can locate. In addition to the e-copy of the *Handbook of Lifespan Development,* there are also a variety of child, adolescence, and adult development textbooks on reserve which you can consult. YouTube often has demonstrations/video clips that can be helpful in visualizing processes (e.g., synaptogenesis) providing information (e.g., brain development; some of the classic developmental tasks like Piaget). The Library also has an excellent resource called Films-on-Demand.

**Handbook of Lifespan Development (e-book, 2011)**

Wiley-Blackwell Handbook of Childhood Cognitive Development (print, 2014)

Wiley-Blackwell Handbook of Childhood Social Development (print, 2014)

Blackwell Handbook of Early Child Development (print, 2007)

Handbook of Adolescent Psychology (print, 2009)

Handbook of Developmental Cognitive Neuroscience (e-book, 2008)

Emotion, Motivation, and Self-Regulation: A Handbook for Teachers (e-book, 2013)

Handbook of Cultural Psychology (print, 2007)

Oxford Handbook of Culture and Psychology (e-book, 2012)

Blackwell Handbook of Adolescence (print, 2003)

Youth Development Handbook (

Handbook for Working with Children and Youth: Pathways to Resilience Across Cultures and Contexts (print, 2005)

Handbook of Adult Development and Learning (e-book, 2006)

Handbook of Adult Development (print, 2003)

Handbook of Cognitive Aging (e-book, 2008)

Handbook of Aging and the Social Sciences (e-book, 2006)

Handbook of Emotions (print, 2010)

Handbook of Understanding and Measuring Intelligence (e-book, 2005)

Handbook on Sexuality: Perspectives, Issues, and Role in Society (e-book, 2012)

Handbook of Couple and Family Assessment (e-book, 2003)

Handbook of Divorce and Relationship Dissolution (e-book, 2006)

Blackwell Handbook of Language Development (print, 2009)

Handbook of Psychology of Women and Gender (print, 2001)

Handbook of Divorce and Custody: Forensic, Developmental and Clinical Perspectives (e-book, 2005)

Handbook of Psychology, Developmental Psychology (e-book, 2012)

Handbook of Psychoeducational Assessment (2001)