PSY 376.002 Lifespan Development
Dr. Middlebrook
Stephen F. Austin State University
MW 1:00 – 2:15 p.m. ~ McKibben Education Building ~ Room 258

Assistant Professor: Sylvia Middlebrook, Ph.D., BCBA-D
Office: McKibben 215E
Office Hours: MTWR 11:00 – 12:00; W 2:30 – 3:30; other times by appt.
Phone: Psychology Dept. main number: 936-468-4402; 936-468-1455
Email: E-mail through d2L: middlebrs@d2L.sfasu.edu;
Graduate Assistant: Kelli Miles, TBA; mileski@jacks.sfasu.edu

Required Textbook:

Course Description: Examination of human development from conception to death. Topics covered include theories and current research on the domains of physical, cognitive, social and emotional development, with a focus on how biological and environmental factors interact to influence development in these areas. Prerequisite: Sophomore standing or above.

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES/OUTCOMES:

<table>
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<tr>
<th>Program Learning Outcomes</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The student will understand &amp; apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will respect &amp; use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Basic</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Basic</td>
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Student Learning Outcomes: Following completion of this course in Lifespan Development:

1. A student will demonstrate understanding of the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), and the theoretical perspectives currently being used to examine human development.
2. A student will have knowledge of the research methods currently being used to examine human development.
3. A student will understand concepts relevant to individual differences in development.
4. A student will understand ethical principles underlying developmental research with children and adults.

______________________________________________________________________________

Class Information:

Attendance/Participation: This is a **fast-paced, advanced level course** that will cover substantial amounts of information during each class session. Consistent class attendance is important to your understanding of the concepts and course material covered in this course. **Read chapters before class** and be prepared to participate in class discussions, respond to questions, and make relevant comments and pertinent observations. Absenteeism cannot be used as an excuse for missing deadlines.

Attendance will be taken five random times during the semester and two points will be earned for being present that day. If a student is absent on an attendance day, or during a class activity, he/she cannot make up the activity unless he/she has a formal medical excuse from a clinic. Students are expected to arrive prepared for class and **on time**. If you arrive late, it is your responsibility to inform the Professor of your presence at the end of class.

Reading: Students are expected to read **all** assigned materials. Reading should be done in advance of class to maximize your comprehension of the material and to facilitate your capacity to meaningfully contribute to classroom discussion. It is highly recommended that you read the material in the text shortly before or after class; this will enhance your retention of the information. **The textbook is required**, and you will need it in order to successfully complete this course. **Note:** We will cover much of the material in the text during classroom lectures and discussion; however, since it would not be possible to cover all topics and information in the book, you should be aware that you are responsible for material from the text whether or not it is covered in class. Exam questions come directly from the text.

Exams: There is a syllabus quiz, and there are **four (4) non-cumulative exams** during the semester, which includes the final exam. Each exam is worth 100 points. Students must take exams at the scheduled times, unless significant circumstances (such as serious illness or pre-approved university activities) preclude that.

Exam Days: It is extremely important to be on time. When taking exams, you are required to remain in the classroom until you have submitted your exam as completed. **Bring a large blue Scantron sheet (form 30423) and a number 2 pencil** to class on exam days.

**Important Note:** If your cell phone is in sight during any portion of any exam, your test will be taken up and you will receive an automatic zero on that exam. A Report of Academic Dishonesty may also be forwarded to the Dean.

**Make-up Exams:** If you know ahead of time that you will be absent on an exam day, please speak with the Professor and make arrangements to take the exam before the regularly scheduled date listed in the syllabus. However, if you are ill or have an emergency on an exam day and are unable to make it to class, you must meet the following two requirements in order to be eligible to take a make-up exam:

1) You must inform the Professor **no later than the start of class** that you will be absent and state the reason for your absence. If you fail to notify the professor either by phone, email, or in person, before class starts, you will not be eligible to take a make-up exam. 2) In addition, students must **have a formal excuse** (clinic, etc.). A make-up exam will be scheduled as soon as is reasonably possible depending on the circumstances, and a formal excuse will be required at that time. If you do not bring your excuse at that
time, you will forfeit the opportunity to make up the exam or presentation. Additionally, the make-up exam may vary in both content and format from the exam given in class.

**Assignments:** There will be in-class assignments (details TBA), as well as several more in-depth assignments to be completed out of class (TBA). D2L dropboxes will be opened for these assignments. More information will be given regarding the specific assignments to provide ample time for completion prior to the due dates. All outside work is submitted through d2L dropbox in a Word document. All work **must be submitted in a Word document:** it cannot be scanned in or handwritten, or in a pages or jpeg format. There is no make up for in-class assignments that are missed unless a person has a formal (medical) or university approved excuse. Note: **Students must be present at the beginning of the class period to be counted when roll is taken or when an in-class activity is given.**

**Research Participation:** Students are required to earn 10 research points (R points) by participating in departmental research projects. Students must first create a Sona Systems account before signing up to participate in the studies. Please visit the Department of Psychology’s Sona Systems Software in order to create an account: [http://www.sfasu.edu/sfapsych/](http://www.sfasu.edu/sfapsych/) (see sfasu.sona-systems) under Experiments on right side of web page ([https://sfasu.sona-systems.com/Default.aspx?ReturnUrl=/](https://sfasu.sona-systems.com/Default.aspx?ReturnUrl=/)). Each R point equals two (2) course points. It is recommended that research credits be completed early in the semester, and a small number of points may be given if all research credits are completed by 10/18/2018 (mid-semester). **All R-points must be completed by Friday, 11/30/2018.**

**Grading System:**
Point Distribution:
- 4 Exams: 100 points each = 400 points
- Assignments (TBA): 60 points
- 10 Research Participation credits: 2 points each = 20 points
- Syllabus Quiz: 10 points
- Attendance: 10 points
Total possible points: 500 points

Grades are firm.
Grade Distribution: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F <60%

*Check your Brightspace by d2L account daily* for important postings, notifications, dropbox openings, assignments, e-mails, grade checks, etc., and to send e-mails to the Professor or the Graduate Assistant. If you have questions, stop by my office (215E) or feel free to make an appointment.

**Important note:** E-mail from your personal e-mail account that is sent to the Professor’s sfasu.edu e-mail address is not recognized by the server and is then directed to “Junk Mail”; thus, e-mails sent to my sfasu.edu address may not be received, and a delay in response may occur. Therefore, send e-mails to Dr. Middlebrook at middlebrs@d2L.sfasu.edu, and for the graduate assistant, Kelli Miles at mileskj@jacks.sfasu.edu

***Note:** This course may include videos, powerpoint slides, discussions, etc., with mature themes pertinent to psychological, physiological, cognitive and socioemotional development, and may contain discussion of sensitive content related to developmental milestones/issues. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulties may wish to explore or access services available via SFA Counseling Services (936) 468-2401. More information can be found at: [http://www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
**Additional Information**

**Classroom Behavior:** Classroom behavior must not interfere with the Professor's ability to conduct the class or the ability of other students to learn from the instructional program (refer to Student Conduct code, policy D-34.1). Inappropriate and/or disruptive behavior may result in students being asked to leave class, and may be subject to judicial, academic, or other penalties. The expectation is that you will be respectful of others in this class. *Extended and/or loud private conversations during lecture are distracting and are not appropriate.* The instructor reserves the right to ask students to leave class if that student's behavior interferes with the learning process. Though students are encouraged to engage in class discussions, it is not necessarily appropriate to discuss or disclose detailed personal concerns.

***Cell Phones and Electronics: Cell phones must be turned off and out of sight during class.*
Texting, social networking, and/or online activities during class are not appropriate. The Professor reserves the right to ask students to leave class if your cell phone rings or if you are texting or otherwise using your phone during class. If there is some emergency situation (such as expecting a call from a doctor's office, etc.), please speak to the Professor before the class period to discuss this matter.

**Electronic Use:** Use of computers, electronic notepads, phones, etc. is not permitted during class unless the student has documentation of an educational need for such devices from the Office of Disability Services. Students are not permitted to record class lectures unless there is a documented accommodation as indicated by the Office of Disability Services.

**Additional General Information:**

**Academic Integrity (A-9.1):** "Academic integrity is a responsibility of all University faculty and students. Faculty members promote academic integrity in multiple ways including instructions on the components of academic honesty, as well as abiding by University policy on penalties for cheating and plagiarism." -- Stephen F. Austin State University Policies. The policy can be accessed for your review at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Definition of Academic Dishonesty:** "Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words of ideas of an author into one's paper without giving the author due credit." -- Stephen F. Austin State University Policies

**Withheld Grades -- Semester Grades Policy (A-54):** "Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average." -- Stephen F. Austin State University Policies

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability (ODS), Human Services Bldg., in Room 325, (Phone #: 468-3004/468-1004 [TDD]) as early as possible during the semester. Once verified, ODS will notify the course instructor and outline the accommodation(s) and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, refer to: [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). **Talk with Dr. Middlebrook the first week of the semester if you are requesting disability services.**
Lifespan Development  
PSY 376.002 Course Calendar  
Dr. Middlebrook ~ McKibben Educ. Bldg. 258 ~ MW 1:00 – 2:15 p.m.

*The Professor reserves the right to change the course calendar based on students' level of comprehension, mastery of material presented, and/or other circumstances.*

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<th>NOTE:</th>
<th>All Exam dates are tentative &amp; subject to change depending on the pace of the class.</th>
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<tbody>
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<td>WEEK OF:</td>
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| WEEK OF:    | 08/27/2018 | Welcome & syllabus review; Overview of Lifespan Development.  
Syllabus Quiz: Ch. 1: Understanding Human Development: Approaches & Theories |
|-------------|------------|----------------------------------------------------------------------------------------------|
|             | 09/03/2018 | Wrap-up Ch. 1  
Ch. 2: Biological & Environmental Foundations |
|             | 09/10/2018 | Ch. 3: The Prenatal Period, Birth, & the Newborn  
Ch. 4: Physical Development in Infancy & Toddlerhood |
|             | 09/17/2018 | Ch. 5: Cognitive Development in Infancy & Toddlerhood |
|             | 09/24/2018 | Ch. 6: Socioemotional Development in Infancy & Toddlerhood  
Exam 1: Chapters 1 - 6 |
|             | 10/01/2018 | Ch. 7: Physical & Cognitive Development in Early Childhood |
|             | 10/08/2018 | Ch. 8: Socioemotional Development in Early Childhood |
|             | 10/15/2018 | Ch. 9: Physical & Cognitive Development in Middle Childhood |
|             | 10/22/2018 | Ch. 9: continued  
Ch. 10 Socioemotional Development in Middle Childhood  
Exam 2: Chapters 7 - 10 |
|             | 10/29/2018 | Ch. 11: Physical & Cognitive Development in Adolescence  
Ch. 12: Socioemotional Development in Adolescence |
|             | 11/05/2018 | Ch. 13: Physical & Cognitive Development in Early Adulthood  
Ch. 14: Socioemotional Development in Early Adulthood |
|             | 11/12/2018 | Ch. 14: Socioemotional Development in Early Adulthood  
Exam 3 – Chapters 11-14 |
|             | 11/19/2018 | Thanksgiving break! |
|             | 11/26/2018 | Ch. 15: Physical and Cognitive Development in Middle Adulthood  
Ch. 16 Socioemotional Development in Middle Adulthood |
|             | 12/03/2018 | Ch. 17: Physical & Cognitive Development in Late Adulthood  
Ch. 18: Socioemotional Development in Late Adulthood (includes Death, Bereavement, & Grief) |
|             | 12/10/2018 | Final Exam: Chapters 15 - 18 ~ Monday, 12/10/2018, 1:00 – 3:00 p.m. |

**Dates in above schedule are TENTATIVE and subject to change.**