

**Instructor:** Alycia M. Hund, Ph.D.
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Office Hours: Mondays 2-3 pm, Wednesdays 8-9 am, and by appointment

**Graduate Assistant:** Brian Seanor
Desk 12 (outside DeGarmo 446)
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**Undergraduate Teaching Assistant:** Mark Copertino
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E-mail: mdcoper@ilstu.edu
Office Hours: Mondays 12-1 pm and Wednesdays 12-1 pm

**Undergraduate Teaching Assistant:** Katie Fitzgerald
Desk 12 (outside DeGarmo 446)
E-mail: kmfitzg@ilstu.edu
Office Hours: Tuesdays 12-1 pm and Thursdays 12-1 pm

**Required Supplies:** You will need approximately 15 3 x 5 in. note cards for this course. The cards will be used for participation exercises, so plan to bring them to class daily.

**Required Readings:**
Six articles on electronic reserve through Milner Library: [http://library.ilcso.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch](http://library.ilcso.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch)

**Course Website:** [http://www.psychology.ilstu.edu/amhund/lifespan.htm](http://www.psychology.ilstu.edu/amhund/lifespan.htm) (help getting started with WebCT)
**WebCT Login Website:** [https://webct.ilstu.edu/](https://webct.ilstu.edu/) (also available via iCampus)
**WebCT Online Help:** [http://www.webct.com/oriented](http://www.webct.com/oriented)
**Textbook Website:** [http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0495093041&discipline_number=0](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0495093041&discipline_number=0) (study aids)

**PREREQUISITES**
The prerequisites for this course are the inner core courses and PSY 110/111.

**COURSE OVERVIEW AND OBJECTIVES**
Lifespan development is the scientific study of human development from conception to death. It focuses on biological, cognitive, social, emotional, and cultural aspects of development. The purpose of this course is to examine the basic processes and theories of development in order to increase understanding and appreciation of human development across the lifespan. This course will provide an overall understanding of the basic theoretical issues and research findings in lifespan development and the implications of development for everyday interactions and contexts. For a complete listing of course objectives, see [http://www.psychology.ilstu.edu/undergrad/objectives/index.html](http://www.psychology.ilstu.edu/undergrad/objectives/index.html). Objectives will be assessed through exams, class activity assignments, and participation exercises.

The course includes three classes each week, as well as readings and assignments completed outside of class time. There will be overlap in the ideas discussed in class and in the readings; however, some ideas will be discussed only in class or in the readings. To do well in the course, you should attend and actively participate in class regularly, complete all assigned readings and assignments by the designated date, and review course material regularly (i.e., avoid cramming).
GRADING PROCEDURES AND DETAILS

Your course grade is based on the total number of points you earn during the semester (no rounding or curving): A = 450-500 pts, B = 400-449 pts, C = 350-399 pts, D = 300-349 pts, F = 299 pts and below. If you withdraw from the course, your course grade will be based on the points earned up to the official date of withdrawal.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>Class Activities</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Participation Exercises</td>
<td>10</td>
<td>2.5</td>
<td>25</td>
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</tbody>
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The first three exams will be held during the usual class period. The last exam (not a comprehensive exam) will be held during the final exam period. Exams will include a combination of multiple choice and/or short essay questions.

Class activities will be based on readings from magazines on electronic reserve through Milner Library (http://library.ilcso.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch). Each activity will involve reading an article, completing a short assignment, and discussing the main points during class. You are expected to turn in (via WebCT) completed electronic versions of THREE assigned activities in Microsoft Word format by 10 am on the date due. Late class activities will not be accepted. If your last names begin with A through K, you must turn in Activities A, C, and E. If your last names begin with L through Z, you must turn in Activities B, D, and F. You will receive up to 25 points for each activity. If you wish to replace one of your scores on the assigned activities, you may complete one activity from the unassigned group by its designated due date (e.g., A-K: Activities B, D, or F; L-Z: Activities A, C, or E). Only the three highest activity scores will be included in the calculation of your course grade. Everyone is responsible for understanding the ideas discussed in all activity articles. Detailed instructions regarding accessing and submitting the activities and viewing comments are available on the course website and in WebCT.

Participation exercises will be completed throughout the semester to facilitate active learning. These exercises (which may or may not be announced in advance) will be evaluated largely on a completed or not completed basis, and will be worth up to 2.5 points each. They may include reflecting on course themes, providing illustrations or examples of important concepts, completing self-assessments, and providing data for research simulations. Although only 10 exercises would be required to receive full credit, more than 10 will be included during the semester. All participation exercise points will be used in the calculation of your course grade. Participation exercises cannot be made up, and late participation exercises will not be accepted.

You will be given the opportunity to earn a maximum of 10 points of extra credit by two methods:

(a) You may volunteer to participate in psychological research. You will earn 2 extra credit points for each half hour of participation if you choose to volunteer, for a maximum of 10 points (e.g., 2 1/2 hours = 10 points). Research participation is entirely voluntary. To sign up for an experiment, go to the basement of DeGarmo Hall and sign up on the sheets posted on the bulletin boards near the sliding door to the courtyard. Please respect the sign-up process by keeping appointments and only signing up for each experiment once. See http://www.psychology.ilstu.edu/research/SubInstruct.html for additional details.

(b) You may read scientific journal articles (NOT websites or magazine articles) and write short summaries. The articles may be on a topic of your choice, but must be listed in the reference section of your Kail & Cavanaugh textbook. Articles can be located through Milner Library by using the citation linker (http://www.library.ilstu.edu/resources/citationlinker/). Please consult the Milner website or contact library staff for assistance accessing library resources. Summaries must be 2 pages in length and typed with double spacing. Be sure to include details about the main aspects of the theory or research experiment(s) described in the article, as well as a brief evaluation of these ideas. A hard copy of the article must accompany each printed summary. Each summary will earn a maximum of 5 points.

All blue cards and summaries must be turned in on time to be eligible for extra credit. Late extra credit work will not be accepted. Please turn in ALL of your extra credit work at one time. Make sure that your name is included on each piece, and that all pieces are stapled together in one bundle. Extra credit assignments will be held to academic integrity standards. Extra credit points will be added to your point total in the determination of your course grade. Your grade will not be affected if you do not choose to participate in one of the extra credit options.

POLICY FOR MISSED EXAMS AND LATE ASSIGNMENTS

Makeup exams will be allowed only for university-mandated and/or officially documented reasons (e.g., serious illness, family emergency, mandatory religious obligations). If the absence can be anticipated, you must notify me in writing at least one week prior to the exam date to arrange taking the exam before its scheduled day. If you are ill or have an emergency on the day of the exam, you must contact me via voice mail or e-mail before the time of the exam. In all cases, arrangements for the make up exam must be finalized within two workdays of the exam date, and the make up exam must be completed within a span of time less than or equal to the span during which you were absent for a university-mandated
and/or officially documented reason. Failure to follow these procedures will result in a score of 0 for the exam. Make up exams may differ in format from those given on the assigned exam days. The final exam must be taken at the assigned time unless arrangements consistent with university policy have been made in advance (http://www.arr.ilstu.edu/students/current/academics/final.shtml). Late assignments, participation exercises, and extra credit work will NOT be accepted for any reason. See above for complete details.

UNIVERSITY POLICIES

Active Participation
Learning is not a spectator sport. It is facilitated by active participation and training, much like physical endeavors (e.g., running a marathon) require training and participation. Thus, you are expected to attend all class meetings, to arrive on time, and to participate actively in learning for the entire class period. You are also expected to complete all readings and assignments according to the timeline outlined below. Attendance is required for completion of participation exercises, which may be conducted in class without prior notice. Absence on a day in which a participation exercise is carried out will result in a 0 for that exercise. You are responsible for obtaining all notes and announcements from a classmate if your absence from class is unavoidable.

Academic Integrity: Plagiarism and Cheating
Assignments in this course must be completed by you alone and must represent your best effort. Plagiarism and cheating in any form are serious offenses that will not be tolerated and will result in disciplinary action, including the possibility of failing this course. Please consult the Code of Student Conduct for details regarding University academic integrity policies: http://www.deanofstudents.ilstu.edu/crr/.

Civility and Respect
We will respect one another and the learning environment. You are expected to treat classmates, teaching assistants, and me with civility and respect. For example, interruptions during class such as using your cell phone, reading the newspaper, or talking to your neighbor about issues unrelated to class are disrespectful actions that will not be tolerated. Please consult the Department of Psychology civility guidelines (http://www.psychology.ilstu.edu/diversity/civility.htm) and the Code of Student Conduct for complete details.

Students with Disabilities
Any student in need of special accommodation should contact 438-5853 (voice), 438-8620 (TDD).

TENTATIVE SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td></td>
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<td><strong>Unit 1: Introduction, Prenatal and Infant Development</strong></td>
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<tr>
<td>Week 1</td>
<td>Mon., Jan. 15</td>
<td>No Class—Martin Luther King, Jr. Day</td>
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<td></td>
<td>Fri., Jan. 19</td>
<td>Themes &amp; Theories of Development</td>
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<tr>
<td>Week 2</td>
<td>Mon., Jan. 22</td>
<td>Research Methods in Dev. Psychology</td>
<td>Ch. 1 (p. 24-41)</td>
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<td></td>
<td>Wed., Jan. 24</td>
<td>Biological Foundations</td>
<td>Ch. 2 (p. 43-56)</td>
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<td>10 a.m.—WebCT login/Getting to Know You discussion post due</td>
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<td></td>
<td>Fri., Jan. 26</td>
<td>Prenatal Development &amp; Teratogens</td>
<td>Ch. 2 (p. 57-74)</td>
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<tr>
<td>Week 3</td>
<td>Mon., Jan. 29</td>
<td>Teratogens, Labor &amp; Delivery</td>
<td>Ch. 2 (p. 75-85)</td>
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<td>Wed., Jan. 31</td>
<td>Infant Reflexes &amp; States</td>
<td>Ch. 3 (p. 87-93)</td>
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<td>Fri., Feb. 2</td>
<td>Physical &amp; Motor Development</td>
<td>Ch. 3 (p. 95-111)</td>
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<td>Week 4</td>
<td>Mon., Feb. 5</td>
<td>Perceptual Development</td>
<td>Ch. 3 (p. 112-122; 126-129)</td>
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<td>Wed., Feb. 7</td>
<td>Infant Learning &amp; Memory</td>
<td>Ch. 4 (p. 147-150)</td>
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<td></td>
<td>Fri., Feb. 9</td>
<td>Exam 1, in class (all students)</td>
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<td><strong>Unit 2: Child Development</strong></td>
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<td>Week 5</td>
<td>Mon., Feb. 12</td>
<td>Piaget: Sensorimotor Thinking</td>
<td>Ch. 4 (p. 131-135)</td>
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<td>Wed., Feb. 14</td>
<td>Piaget: Preoperational Thinking</td>
<td>Ch. 4 (p. 135-146)</td>
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<td>Fri., Feb. 16</td>
<td>Vygotsky &amp; Language Development</td>
<td>Ch. 4 (p. 154-160)</td>
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Week 6  
Mon., Feb. 19  Language Development  Ch. 4 (p. 161-175)  
Wed., Feb. 21  Piaget, Memory, & Metacognition  Ch. 6 (p. 219-225)  
Fri., Feb. 23  Theories of Intelligence  Ch. 6 (p. 226-237)  

Intelligence: The Surprising Truth  

Week 7  
Mon., Feb. 26  Emotional Expression  Ch. 5 (p. 187-192); Ch. 3 (p. 122-126)  
Wed., Feb. 28  Temperament & Attachment  Ch. 5 (p. 177-186); Ch. 3 (p. 93-95)  
Fri., Mar. 2  No Class—Psychology Graduate Applicant Visit Day  

Week 8  
Mon., Mar. 5  Attachment Styles  Ch. 5 (p. 177-186)  
Wed., Mar. 7  Play & Gender Development  Ch. 5 (p. 193-213)  
Fri., Mar. 9  Exam 2, in class (all students)  

Week 9  
No Classes—Spring Break—Have fun and stay safe!  

Unit 3: Adolescent Development  
Week 10  
Mon., Mar. 19  Family and Parenting Styles  Ch. 7 (p. 265-283)  
Wed., Mar. 21  Peers  Ch. 7 (p. 283-291; 302-305)  
Fri., Mar. 23  Puberty  Ch. 8 (p. 307-321)  

Week 11  
Mon., Mar. 26  Cognitive and Moral Development  Ch. 8 (p. 322-337)  
Raising a Moral Child  
Wed., Mar. 28  Identity Development  Ch. 9 (p. 339-347)  
Fri., Mar. 30  No Class—Dr. Hund attends Society for Research in Child Dev. conference  

Week 12  
Mon., Apr. 2  Romantic Relationships & Career Dev.  Ch. 9 (p. 348-354)  
Wed., Apr. 4  Adolescent Difficulties & Opportunities  Ch. 9 (p. 354-371)  
A Peaceful Adolescence  
Fri., Apr. 6  Transition to Adulthood  Ch. 10 (p. 377-413)  

Week 13  
Mon., Apr. 9  Exam 3, in class (all students)  

Unit 4: Adult Development  
Week 14  
Wed., Apr. 11  Relationships in Adulthood  Ch. 11 (p. 415-449)  
Fri., Apr. 13  Occupational Selection & Dev.  Ch. 12 (p. 451-487)  

Week 15  
Mon., Apr. 16  Midlife Physical & Cognitive Changes  Ch. 13 (p. 489-502)  
The Coming Job Boom  
Wed., Apr. 18  Midlife Crisis?  Ch. 13 (p. 503-529)  
Fri., Apr. 20  Demographics of Aging  Ch. 14 (p. 535-544)  

Week 16  
Mon., Apr. 30  Death and Dying  Ch. 16 (p. 617-635)  
Wed., May 2  Grieving  Ch. 16 (p. 636-653)  
Extra Credit due by class time  
Fri., May 4  Concluding Thoughts  none  

Week 17  
Wed., May 9, 1 p.m. Exam 4 (all students, in our regular classroom)  

Congratulations on a semester well done. Enjoy the summer and the rest of your life journey.