



Lifespan Human Development

Psychology 225

Summer 2024

Instructor	Gabi Martorell
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Course Meeting Days and Time	1:00 pm, on 7/10, 7/11, 7/15, 7/17, 7/22, 7/24, 7/29, and 7/31
Required Experiential Learning Dates	7/13, 7/16, 7/25, 7/30
Office Hours	By appointment as needed.

Catalog Description:

This course will focus on the development of individuals across the lifespan. Beginning with prenatal and early infancy development, the course will progress through adolescence, adulthood, and topics in death and dying. Material will include aspects of physical, cognitive, social, personality, and emotional development. This class will place an emphasis on theoretical models and experimental findings.

Credit Hour Policy Statement:

This class meets the federal credit hour policy through a combination of lecture + laboratory (or lecture + practicum) for a total of 45-75 hours of supervised learning activities for each credit.

Course Learning Objectives:

- Describe the major developmental milestones from conception through death in the areas of physical, social, emotional, cognitive and language development and apply knowledge of them to your own life.
- Compare, contrast and apply theoretical frameworks to the study of development.
- Identify, explain and apply basic concepts of developmental research methodology, design, and ethics to the study of development.
- Identify how cultural, economic, political and historical contexts interact with maturational processes to influence development

Methods of Instructions:

The only lasting truth is change.

Octavia Butler

From the moment of conception, when our genetic code is laid down and many of our fundamental traits are set in place, we begin a process of interaction with our environment; first as a single cell, then as a living, breathing person being affected by and affecting the various interacting spheres of our world. We move through these various influences – our families, peer groups, neighborhoods, schools, communities, and cultures – and as we do, we change, and grow, and carry with us many common experiences and broad patterns of development.

HARLAXTON



If you have ever wondered why babies cling to their parents so fiercely and why toddlers say they “drew” a picture or “goed” to the store, why teens are so painfully self-conscious, how people pick careers and partners, and why older adults get wrinkles or become forgetful, this course will help you answer those questions.

The course will not be offered in a traditional format. The course will be a blend of lecture and discussion/activities in a partially flipped model and will include 4 experiential learning days. For you to get the most from the class, you must take responsibility for completing the assignments prior to coming to class. The data from those assignments will be used by me to plan class activities, lecture on confusing topics, and provide information that will reinforce and extend concepts.

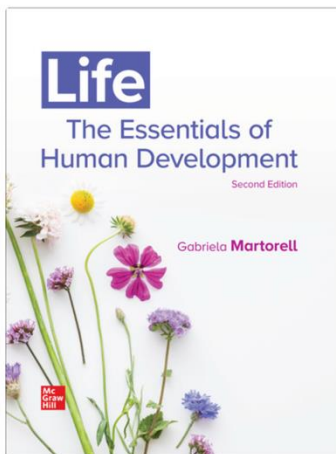
Textbooks and Required Reading:

The textbook is: Martorell, Gabriela (2022), *Life, 2E*. New York, NY: McGraw-Hill. ISBN 9781260388305

You do not need to buy a physical copy of the textbook. We will be using McGraw-Hill’s Connect platform for the course. You will be completing assignments and quizzes on Connect. Once you buy access to Connect, you will receive immediate access to the textbook.

Connect is an online course management system. Most assignments will be available there. Additionally, there are various learning diagnostic tools, interactive activities, a SmartBook, developmental videos and lecture blurbs on challenging topics.

Please buy the digital copy for 180-day access for Connect for \$107.07 (see photo). You will receive a code that will allow you to purchase access. You may also purchase access directly off the embedded Blackboard links.



Life: The Essentials of Human Development, 2nd Edition

ISBN10: 1260388301 | ISBN13: 9781260388305

By Gabriela Martorell and Diane Papalia

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You must buy an access code for Connect. You can register for a trial version of Connect if you are waiting for funds. The trial version is good for 2 weeks of access. After 2 weeks of free access, if you do not buy access, you risk losing all work completed on Connect.



Course Schedule:

DAY	DATE	TOPIC	READING	HOMEWORK
1	7/10	Beginnings	1, 2 & 3	<ul style="list-style-type: none"> • LS Modules 1, 2 & 3 • Flex Points 2 & 3
2	7/11	Infancy & Toddlerhood	4, 5 & 6	<ul style="list-style-type: none"> • LS Modules 4, 5 & 6 • Flex Points 4, 5 & 6
	7/13	Exp Learning		<ul style="list-style-type: none"> • Reflection 1
3	7/15	Early Childhood	7, 8	<ul style="list-style-type: none"> • LS Modules 7 & 8 • Flex Points 7 & 8
	7/16	Exp Learning		<ul style="list-style-type: none"> • Reflection 2
4	7/17	Late Childhood	9, 10	<ul style="list-style-type: none"> • LS Modules 9 & 10 • Flex Points 9 & 10
5	7/22	Adolescence	11, 12	<ul style="list-style-type: none"> • LS Modules 11 & 12 • Flex Points 11 & 12
6	7/24	Early Adulthood	13, 14	<ul style="list-style-type: none"> • LS Modules 13 & 14 • Flex Points 13 & 14
	7/25	Exp Learning		<ul style="list-style-type: none"> • Reflection 3
7	7/29	Middle Adulthood	15, 16	<ul style="list-style-type: none"> • LS Modules 15 & 16 • Flex Points 15 & 16
	7/30	Exp Learning		<ul style="list-style-type: none"> • Reflection #4
8	7/31	Endings	17, 18	<ul style="list-style-type: none"> • LS Modules 17, 18 & 19 • Flex Points 17, 18 & 19
	8/5	Final Exam		<ul style="list-style-type: none"> •

Grading Criteria:

LS Modules

The learning modules are interactive activities on Connect – somewhat like flash cards – which will help you learn the material as well as help you develop metacognitive skills regarding your knowledge base. You must complete one LS Module per chapter. The modules for each learning unit should be completed prior to the associated class.

If you complete the module, you will receive 100%. Most LS Modules are approximately one hour in length, although they vary depending on your performance. If you know the material well, you will progress more quickly. If you do not know the material well, they will take longer.



Flex Points

You will be asked to complete Flex points for each chapter of the text. For the Flex Points, you may select any one of the following three activities to earn the points: (a) take a 20-question quiz on the chapter; (b) complete a series of short activities based on chapter content, or (c) complete a Power of Process (Learning Units 2 and 3) or Quest (Learning Units 4-8) assignment. Please note that because not all students will complete all assignments, any automatically calculated scores on Blackboard will be meaningless.

Any of the three options can be used to earn Flex Point credit, and you only need to do **one** of the activities. You cannot earn extra credit by completing additional activities. If you complete more than one Flex Point option, I will select the option with the most points as the one to be used for your grades.

The quizzes are 20-point open note and book quizzes on the chapter content. You may take each quiz as many times as you like, but each additional attempt after the first will be docked 10%. In other words, on your second attempt you could earn a maximum of 18 points, and on your third attempt, a maximum of 16 points. Each quiz will be different and drawn from a randomly selected pool of questions, and your best score will count. You will have 40 minutes to take each quiz and your browser will be locked down during the quiz, although you will not be filmed or monitored otherwise. If you opt to take the quiz for your Flex Points, I recommend taking it as soon as possible after you complete the LS Module and we hold class on the corresponding topic.

The short activities will include a variety of different activities. Sometimes you may be asked to complete a short, interactive assignment. Other times you will be asked to watch a video and answer a few short questions. Still other times you will be asked to read an article and answer a few questions on it. You should set aside approximately an hour to complete the short activities.

The Power of Process is a scaffolded research assignment. You will be asked to read a short psychological study and respond to a series of prompts by highlighting text or providing short answers about the reading. Each POP should take approximately an hour to complete.

The Quest assignment is an interactive game-like atmosphere where you will guide your avatar through a virtual environment. You will have three chances to earn the maximum points as you move through the virtual world and make choices with developmental consequences. There will be 2 Quest games for each Learning Unit. You should set aside roughly an hour to complete your Quest.

Experiential Learning Reflections

We will be going on 4 experiential leaning field trips. We will visit (1) Museum of the Home and the VA Young Museum; (2) Freud Museum and the Museum of Youth Culture; (3) A local funeral home; and (4) Highgate Cemetery. For each field trip, you will be asked to complete a reflection assignment tying your experiences back to the experiential learning.

Final Exam

The final exam will be a cumulative multiple-choice, open book and notes exam on Connect. It is similar in content and format to the quizzes. There will be 60 questions and you will have 120 minutes to complete the exam. You may only take the final one time, and the final will be offered on Connect during the regularly scheduled exam time for this course. You may take the final from any computer where you have access to Connect.

Overall Course Structure

Overall, you will have 8 learning units, each corresponding to one day of instruction in class. The leaning units will cover

- Beginnings (Chapters 1, 2 and 3)
- Infancy and Toddlerhood (Chapters 4, 5, and 6)
- Early Childhood (Chapters 7 and 8)
- Late Childhood (Chapters 9 and 10)
- Adolescence (Chapters 11 and 12)
- Early Adulthood (Chapters 13 and 14)
- Middle Adulthood (Chapters 15 and 16)
- Endings (Chapters 17, 18 and 19).
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For each chapter you will complete one LS Module and one Flex Points Activity. Additionally, for each of the four experiential learning days, you will complete one reflection essay. Last, you will complete a final exam.



Grade Point Structure

Attendance (8 @ 10 points each)	80
LS Modules (19 @ 20 points each)	380
Flex Points Activities (19 @ 20 points each)	380
Experiential Reflections (4 @ 25 points each)	100
Final Exam	60
Total Points Possible	1000

Grade Scale

The following scale (in percentages) will be used for your final grade.

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.



Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty of a third-letter grade (A- to B+) per missed class or experiential learning day.

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.

- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

Disability Policy:

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.



The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: cs175@evansville.edu ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: kg77@evansville.edu ·

Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

University of Evansville

- Counseling Services: counselingservices@evansville.edu, 812-488-2633
- Health Center Professionals: healthcenter@evansville.edu, 812-488-2033
- University Chaplain: chaplain@evansville.edu, 812-488-5262

Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, lseyby@harlaxton.ac.uk
- Counselling Services: counselling@harlaxton.ac.uk

