

## PSYC 222: LIFESPAN DEVELOPMENT

T, Th 11:15am-12:35pm  
Location: Zoom <https://bit.ly/2QLeKDy>  
Term: Fall 2020

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### Instructor:

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Phone: (253) 879-2696

Office: Howarth 3<sup>rd</sup> floor

Office Hours: Mon 10am, Wed 1pm  
(and by appointment)

Canvas: <https://canvas.pugetsound.edu/courses/5011>

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### Required Reading

The textbook for this course is Arnett's *Human Development: A Cultural Approach (2<sup>nd</sup> Ed.)*. You can get this text in a few ways:

1. You can purchase this text via our [bookstore](#):  
Arnett, J. J. (2015). *Human Development: A Cultural Approach (2<sup>nd</sup> Ed.)*. Boston, MA: Pearson
2. You can rent this text via the publisher's [website](#).
3. You can rent or buy through a bookseller such as Amazon.com: [eText](#) [print version](#)

Additional required readings available on Canvas.

### Book Grant

The department is committed to promoting access to textbooks for students experiencing financial hardship. Contact Nancy Beers ([nbeers@pugetsound.edu](mailto:nbeers@pugetsound.edu)) as soon as possible to learn more.

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### Course Description

This course considers human development from the beginning to the end of life. We will focus on the major biological, cognitive, and social changes that occur at each stage of development. In this course we will examine the central questions, theoretical perspectives, research methods, and scientific findings that guide our current understanding of how it is that we develop. The course also emphasizes the ways in which individual development cannot be clearly understood without examining the social and cultural context in which we, as individuals, are embedded.

This course satisfies a foundational category elective in Psychology. However, if you take PSYC 222, you may not take PSYC 220 or PSYC 221. Similarly, if you have taken either PSYC 220 or PSYC 221, you may not take PSYC 222.

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### Course Goals and Student Learning Outcomes

- Explore how we ask scientific questions and interpret their answers by:
  - Articulating how the central questions in the field inform what questions are asked,

- Understanding how theoretical frameworks guide our thinking and inform how we ask questions, and
- Evaluating developmental research methods and designs to critically assess the validity of these methods in producing knowledge
- Practice integrating reading primary articles and critical thinking to produce logically organized, empirically driven papers and presentations
- Connect findings from developmental psychology with the real world

**Class Format and Relation between Classes and Textbook**

Classes will be held synchronously unless announced in advance. There may be times when synchronous class sessions are dismissed early in order to allow time for engaging in related class activities (ex: watching a video or listening to audio segments).

Please complete the readings, etc., listed for any given date in advance of that class session. This will prepare you for class discussions and will facilitate your overall learning of the materials.

Readings in addition to the textbook are available in Canvas.

Please check Canvas weekly, as I will be adding materials regularly (primarily multimedia and information on activities that will count toward your participation grade)

Due to the ‘survey’ nature of this course, we cover a lot of ground over the term. You may find that there is a lot of material in the assigned chapters that will not be covered in class and which you will need to learn on your own. If you are seeking a class that does not require a lot of independent reading (i.e., a class where most of the material covered in the textbook also is covered and explained in class) then we recommend that you not take this course. There is a lot of independent reading and that text material WILL be included in the quizzes.

**Course Requirements**

1 Research article “quick study”	30 points
6 Quizzes (20 points each)	120 points
2 Application papers (75 points each)	150 points
1 Final Paper	100 points
Class Participation	100 points
Research Participation Requirement	Pass/Fail
<b>TOTAL</b>	<b>500 points</b>

**Assessment and Evaluation**

**Quizzes (120 points):** Six quizzes will be offered throughout the semester (one about every 2-3 weeks). Each quiz is worth 20 points and will be administered via Canvas outside of class, beginning a week before their due dates. Quizzes will consist of multiple choice/ matching/ fill-in-the-blank questions as well as short answer or essay questions.

**Application papers (150 points):** You will be asked to write two 4- to 6- page application papers each worth 75 points. These papers will allow you to critically think about classroom material and make links to your experiences and the real world. More details will be available via Canvas.

**Final Paper (150 points):** You will be asked to write a final paper in which you can further apply and refine your thinking about course material. Your final paper can take the form of a policy recommendation or other application to a real-world issue, a research proposal aimed at furthering our understanding of a specific aspect of development, or an evaluation of one of the theoretical models/frameworks covered in this class. Regardless of what form your final paper takes, it must be supported by empirical evidence taken from recent primary source articles. More information will be available via Canvas.

**Class Participation (100 points):** Discussion is a fundamental learning tool that affords us the opportunity to investigate and think about a topic in greater depth. Your *active* participation in class sessions and activities is expected; simply attending every class will not earn you full participation credit.

**Participation in Research Studies (Pass/Fail):** Empirical research is the cornerstone of psychology. As such, you will be required to earn research participation credits this term. The exact number of research participation credits will be communicated later in the term. To earn research participation credits, you must participate in research studies outside of class time. Mid-way through the term you will be contacted by Nancy Beers, the department coordinator, using the [psychology@pugetsound.edu](mailto:psychology@pugetsound.edu) e-mail account. You will be sent links to complete online research studies; and you will earn one credit for every 30 minutes a study requires. Nancy Beers will keep track of the research credits you have earned. **You must earn the required number of research credits one week before the last day of classes (12/2/2020).** If you do not wish to participate in research or did not earn enough research participation credits, you can complete alternative writing assignments. Each writing assignment is worth 4 research participation credits. Writing assignments are administered via the Canvas site associated with your course. Once you are in the Canvas site for your course, please navigate to the “Alternative Research Assignment” module. In this module you will find instructions for the writing assignment as well as the electronic submission for your writing assignment. **Writing assignments must be submitted electronically via Canvas by 12/2/2020, one week before the last day of classes.** Writing assignments will be graded on a pass/fail basis and only passing writing assignments will earn research participation stickers. Please direct questions regarding the writing assignment Nancy Beers ([nbeers@pugetsound.edu](mailto:nbeers@pugetsound.edu)). Failure to meet the research participation requirement for your class will result in your final course grade being reduced by one level on the grading scale (e.g., B to B-).

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**Final grades** will be determined according to the following scale:

Percentage	Grade	Percentage	Grade	Percentage	Grade
92.6-100	A	80-82.5	B-	67.6-69.9	D+
90-92.5	A-	77.6-79.9	C+	62.6-67.5	D
87.6-89.9	B+	72.6-77.5	C	62.5-60.0	D-
82.6-87.5	B	70-72.5	C-	0-59.9	F

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## Course Information and Policies

**All written assignments** should be submitted via Canvas *before* the start of the class on the due date. Please upload your assignments in .doc or .docx format.

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### Student Accessibility and Accommodation

If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Peggy Perno, Director of Student Accessibility and Accommodation, 105 Howarth, 253.879.3399. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

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### Attendance Policy

Regular class attendance is essential, especially during remote instruction. Given this, the Psychology Department maintains that students may not miss more than 20% of scheduled class sessions as outlined in the Psychology Minimum Attendance Policy (<https://www.pugetsound.edu/academics/departments-and-programs/undergraduate/psychology/current-student-resources/psychology-department-policies-for-students/minimum-attendance/>). However, remote teaching and COVID-19 related issues may impact class attendance in unforeseen ways. For Fall 2020, students who miss more than 20% of scheduled class sessions *will not be automatically dropped as outlined in the Psychology Minimum Attendance Policy*. Rather, faculty will make these decisions on a case by case basis.

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**Student Bereavement Policy:** The University of Puget Sound recognizes that a time of bereavement can be difficult for a student. Therefore, the university provides a Student Bereavement Policy for students facing the loss of a family member. Students are normally eligible for, and faculty members are expected to grant, three consecutive weekdays of excused absences, without penalty, for the death of a family member, including parent, grandparent, sibling, or persons living in the same household. Should the student feel that additional days are necessary, the student must request additional bereavement leave from the Dean of Students or the Dean's designee. In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student may petition for grief absence through the Dean of Students' office for approval.

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### Names and Pronouns

I want to call you by your preferred name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

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### Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>

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**Academic Dishonesty:** This course is taken under the University of Puget Sound academic honesty policy. Cheating and plagiarism (which includes not only copying material verbatim but also paraphrasing others' ideas without proper citation) is unacceptable and will *not* be tolerated.

Academic dishonesty will result in failure of the assignment, possible failure of the course, and notification of the offense with the Registrar's Office. An incomplete will only be given in cases conforming to University of Puget Sound policy. Please see the Logger (<https://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/>) for details.

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**Laptop and Other Wireless Devices:** Please use computers and other technological devices during class for “classroom business” only (i.e., engaging in class, taking notes or accessing course material). Please respect your peers, your instructor, and the classroom space by refraining from surfing the internet, checking email, accessing social network sites such as Facebook, or engaging in other non-course-related activities during our class sessions.

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**Copyright and Fair Use:** Course materials are subject to the copyright law of the United States (Title 17 U.S. Code). They are for educational purposes only and limited to students enrolled in the course. Further reproduction or distribution is prohibited.

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### **Classroom Emergency Response Guidance**

Please review university emergency preparedness, response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

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**Policy on Extensions:** Please do not ask your instructor for an extension on any assignment or for the postponement of an exam. I will not determine if you deserve an excused extension but will accept your judgment based on the policy outlined below.

**A) Excused extensions:** There are only three contingencies that are acceptable for an excused extension: serious personal illness, family crisis, or college-sanctioned activity. If any of these contingencies prevent you from satisfying your assignments, you are entitled to an excused extension. If you opt for an excused extension, *you must take the following steps:*

- 1) You must notify your instructor that you will not submit your assignment/miss your exam. *This notification must be made before the actual class begins.*
- 2) You must contact your instructor within one day of the missed assignment/exam to make arrangements to complete the work.
- 3) You must complete and submit the assignment/take the exam within *one week* of the

original deadline.

- 4) With your assignment/exam you *must* submit a written statement. This statement should be brief and needs only to indicate that 1) you are requesting an excused extension, 2) the reason for the extension is consistent with the criteria described above, and 3) you are acting in accord with the Student Integrity Code. You do *not* need to specify the reason for the extension, but you must specify that your situation meets the above criteria. (*I will assume that any late work submitted without a written statement is unexcused.*)

**B) Unexcused late work:** Any late work or missed quiz or exam for which the procedures above are not followed will be considered unexcused late work. Such work will be subject to the following penalties:

- 1) **Papers and quizzes** must be completed within five days of the original due date (\*Note: this includes weekends and holidays). Your grade on same day late assignments will be reduced by 10%. Your grade for an assignment will continue to be reduced by 10% for *each* additional day it is late.

This policy on extensions is designed to treat all students fairly, but *life happens*. If you experience an event that is not directly covered in the syllabus, please discuss with your instructor.

## Course Schedule

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### **WEEK 1: Foundations of Development**

- 9/1 Introduction to course; terminology, theory, and research strategies: *Arnett Chapter 1*  
9/3 Genes and environment: *Arnett Chapter 2 (Section 1); Blair and Raver (2012)*
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### **WEEK 2: Prenatal Development**

- 9/8 Prenatal development: *Arnett Chapter 2 (Sections 2 & 3)*  
9/10 Prenatal development: *How Tibetans Cherish Pregnancy*
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### **WEEK 3: Birth and the Newborn Child**

- 9/15 The Business of Being Born (*Video*)  
9/17 Birth, context, and the newborn child: *Arnett Chapter 3*  
**Business of Being Born – reflection due** (counts toward participation grade)  
**Quiz 1 due**
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### **WEEK 4: Infancy**

- 9/22 Physical and cognitive development: *Arnett Chapter 4 (Sections 1 & 2); Campos, Bertenthal, and Kermoian (1992)*  
9/24 Temperament and attachment: *Arnett Chapter 4 (Section 3); Chapter 5 (Section 3); Waters, Weinfeld, and Hamilton (2000)*
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### **WEEK 5: Toddlerhood**

- 9/29 Physical & Cognitive development: *Arnett Chapter 5 (sections 1 and 2)*  
10/1 Language Development: *Arnett Chapter 6 (section 2)*  
**Quiz 2 due**
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### **WEEK 6: Early Childhood Development**

- 10/6 Physical & Cognitive Development: *Arnett Chapter 6 (Sections 1 & 2)*  
**Application Paper 1 due**  
10/8 Aggression and Gender Socialization: *Arnett Chapter 6 (Section 3)*  
Bowie (2007)
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### **WEEK 7: Middle Childhood Development**

- 10/13 Schooling and intelligence: *Arnett Chapter 7 (Sections 1 & 2)*  
10/15 Moral development & peer relationships: *Arnett ch. 7 (Section 3); Neldner et al. (2018)*
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### **WEEK 8: Contexts of Development**

- 10/20 Family systems: *Arnett Chapter 7 (Section 3); How Aka Pygmies are the Best Fathers in the World*  
10/22 (no synchronous class)  
**Quiz 3 due**
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### **WEEK 9: Adolescence & Emerging Adulthood: Intro; Physical and Cognitive Development**

- 10/27 Historical & Modern Controversies: *Benedict (1938); Syed (2015)*

10/29 Physical & Cognitive Development in Adolescence: *Arnett, Chapter 8 (Sections 1 & 2), Chapter 9 (Sections 1 & 2); Spear (2000)*

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**WEEK 10: Emotional and Social Development in Adolescence & Emerging Adulthood**

11/3 Identity Development, Individuation, & Relationships with Parents: *Arnett, Chapter 8 (Section 3); Nelson et al. (2015)*

11/5 Sexuality and Romantic Relationships: *Arnett, Chapter 9 (Section 3); Morgan (2015)*  
**Quiz 4 due**

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**WEEK 11: Development in Young Adulthood**

11/10 Physical and Cognitive Development, Health Issues: *Arnett, Chapter 10 (Sections 1 & 2); Anderson (Canvas), ch.13-14*

11/12 Psychosocial Development: *Arnett, Chapter 10 (Section 3)*  
**Application Paper 2A due** (if you choose to focus on Adolescence)

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**WEEK 12: Young Adulthood wrap up; Midlife**

11/17 Love, Marriage, and Intimate Relationships: *Driver et al. (2013)*

11/19 Physical and Cognitive Development in Midlife: *Arnett, Chapter 11 (Sections 1 & 2);*  
Psychosocial Development in Midlife; Midlife Crisis, Empty Nest: *Arnett, Chapter 11 (Section 3); Lachman et al. (2015)*  
**Quiz 5 due**

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**WEEK 13**

NO CLASS 11/24 AND 11/26 – THANKSGIVING BREAK

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**WEEK 14: Late Adulthood**

12/1 Ageism & Views of the Elderly: *Cuddy & Fiske (2004)*

12/3 Physical and Cognitive Development in Late Life; Theories of Aging;  
Research on Life Extension: *Drewnowski & Evans (2001); Arnett, Chapter 12 (Sections 1 & 2); Cuddy & Fiske (2004)*

**12/2: Research Participation assignments due**  
**Quiz 6 due**

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**WEEK 15: Relationships in Late Adulthood; End of Life Issues**

12/8 Relationships and Sexuality in Late Life: *Arnett, Chapter 12 (Section 3)*

12/10 Death & Dying: *Arnett, Chapter 13; Marshall (2006); Attig (2014)*  
**Application Paper 2B due** (if you choose to focus on older adults)

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**FINAL EXAM PERIOD**

12/17 **Final Paper Due**