

## **Introduction to Lifespan Development (EDP 350E)**

Spring 2018 – Unique Course # 10070

Tuesdays and Thursdays, 3:30-5:00, Room SZB 370

### **COURSE SYLLABUS**

Instructor: **Dr. Marie-Anne Suizzo**, Associate Professor

Department of Educational Psychology, The University of Texas at Austin

Office: SZB 506A; Office hours: Tuesdays, 1 pm - 3 pm, and by appt.

Telephone: 512-471-0379; Email: [msuizzo@austin.utexas.edu](mailto:msuizzo@austin.utexas.edu)

Teaching Assistants:

### **Course Objectives**

This course is an in-depth overview of all aspects of lifecycle development from birth to death. The primary goal of this course is to provide students with the knowledge and understanding of theories and research findings associated with the human development and aging. This goal will be achieved through reading and interactive lectures, whole class and small group discussions and activities, individual writing assignments and tests, and use of technology and media. A secondary, but equally valuable goal of this course, is to provide training and practice in academic inquiry skills including critical thinking, creative thinking, questioning, constructing and making arguments, academic writing, oral expression, and research.

### **DAILY TOPICS AND READING**

WEEK	DAY	DATE	TOPICS AND ASSIGNMENTS	READING
1	Tu	1/16		
	Th	1/18	Introduction to Course	Syllabus
2	Tu	1/23	Theoretical Perspectives on Lifespan Development	Ch. 1, pp. 11-27; Ch. 2, pp. 46-48
	Th	1/25	Research Methods in Lifespan Development	Ch. 1, pp. 27-36
3	Tu	1/30	Contexts of Development: Culture, Ethnicity, Socio-Economic Status	Ch. 15, pp. 519-533
	Th	2/ 1	Genes, Environment, and Birth	Ch. 2, pp. 57-61, pp. 73-82
4	Tu	2/6	Physical Development	Ch. 3, pp. 87-96; pp. 114-120
	Th	2/8	Gender Development <b>Reflection Paper #1</b>	Ch. 12, pp. 379-395
5	Tu	2/13	<b>Exam #1</b>	
	Th	2/15	Cognitive Development Theories: Piaget and Vygotsky	Ch. 6, pp. 183-206
6	Tu	2/20	Information Processing, Attention, and	Ch. 7, pp. 211-227

WEEK	DAY	DATE	TOPICS AND ASSIGNMENTS	READING
			Memory	
	Th	2/22	Thinking, Metacognition, and Intelligence	Ch. 7, pp. 228-245; Ch. 8, pp. 250-255
7	Tu	2/27	Language Development	Ch. 9, pp. 280-298
	Th	3/1	Self-Understanding and Self Esteem <b>Reflection Paper #2</b>	Ch. 11, pp. 345-358
8	Tu	3/6	Identity Development and Personality	Ch. 11, pp. 359-370
	Th	3/8	<b>Exam #2</b>	
	Tu	3/13	<b><i>SPRING BREAK ☺</i></b>	
	Th	3/15		
9	Tu	3/20	Emotional Development and Temperament	Ch. 10, pp. 303-320
	Th	3/22	Parenting and Parenthood	Ch. 14, pp. 469-481
10	Tu	3/27	Attachment and Romantic Relationships	Ch. 10, pp. 321-340
	Th	3/29	Families and Lifestyles <b>Reflection Paper #3</b>	Ch. 14, pp. 454-468; pp. 482-487
11	Tu	4/3	Social Development: Peers and Friends	Ch. 15, pp. 498-515
	Th	4/5	<b>Exam #3</b>	
12	Tu	4/10	Moral Development	Ch. 13, pp. 418-429
	Th	4/12	Sexuality	Ch. 12, pp. 396-413
13	Tu	4/17	Academic Achievement <b>Interview Paper</b>	Ch. 16, pp. 554-562
	Th	4/19	Work and Play	Ch. 16, pp. 563-571; Ch. 15, pp. 511-518
14	Tu	4/24	Health, Aging, and Exercise <b>Reflection Paper #4</b>	Ch. 4, pp. 125-134; pp. 143-147
	Th	4/26	Death and Dying	Ch. 17, pp. 577-597
15	Tu	5/1	<b>Exam #4</b>	
	Th	5/3	Values, Spirituality, & Meaning-Making	Ch. 13, pp. 434-437; pp. 442-449

### Class Format

Most classes will begin with a presentation on the topic of the day. Presentations will not cover all the reading assigned, but will highlight main ideas, going into more depth on some and providing examples from research and experience. You are encouraged to ask questions and offer comments during the presentation, and you will be asked questions as well. In this way, presentations will be interactive and will be driven in part by students' expressed interests. Small group discussions and other activities will be interspersed throughout the class. Although we will adhere to the schedule, unforeseen circumstances may occur that will necessitate slight deviations from the schedule.

### **ASSIGNMENTS AND ASSESSMENTS**

### Reading

The textbook listed below is available for purchase at the COOP and will serve as the centerpiece and main source of reading. In addition, articles and other readings to supplement the textbook may be made available on CANVAS.

#### *Textbook:*

Santrock, J. W. (2018). *A Topical Approach to Lifespan Development*, 9<sup>th</sup> Edition. New York: McGraw-Hill Education.

You are expected to read and be prepared to discuss all assigned readings in each class.

### Reading Quizzes

At the beginning of class at least 6 times during the semester, all students will be asked to answer 6 to 8 questions on that day's readings. Quizzes may be given any day on which reading was assigned. Only your top **5 quiz grades** will be included in the final grade calculation.

### Exams

There will be **4 exams** in this course. Each exam will consist of 50 multiple choice questions on all assigned readings and classroom presentations. Study guides will be provided prior to exam days. Scantron forms and pencils will be provided to you at the beginning of each exam.

### Writing

There will be **3 writing assignments** of varying lengths in this course:

- **2 reflection papers** (out of 4 possible) of 750-900 words (2 ½ to 3 pages). For each of these papers, you will choose one of 2 prompts on topics covered in class, reflect on how the topic relates to your personal experience, and then compare your story with theories and empirical data presented in the course.
- **1 interview summary and analysis paper** of 1200-1500 words (4 to 5 pages). See "Research and Interview Paper" description below.

Detailed guidelines describing each of these assignments will be available on CANVAS.

### Paper Format

All papers must be **typed, double spaced, with one-inch margins on all four sides, and with page numbers beginning on the first page of text**. You should include a **cover page** with your name, the name and number of the course (EDP 350E), the prompt chosen or a title, and the due date. All papers should be uploaded to CANVAS before the beginning of class on each due date.

### Research and Interview Paper

During the semester, you will have the opportunity to learn more about human development firsthand by conducting an interview of an older adult. The interview may be conducted in person or on the phone, although conducting a face-to-face interview is a richer and more powerful experience than conducting one by phone. The interview should last about 30 minutes, and should be entirely recorded and transcribed. You will need to begin early identifying possible individuals that you may interview, and deciding on what types of questions you are most curious to have answered. A handout with tips on conducting interviews and several sets of interview questions are available on CANVAS.

### EDP Research Participation Requirement

All students registered for this course must complete a research participation requirement through the Educational Psychology Department subject pool. To do so, you must either complete 5 credits worth of EDP subject pool studies or write the 5-page alternate assignment (a research paper about a roughly 20-page article). Please note the deadlines below:

- To participate in studies, you must first activate your SONA account online at <https://utexas-edp.sona-systems.com>. To do this, activation instructions will be emailed to your official email address during the **second or third week** of classes.
- Studies will be available beginning on **Tuesday, February 13<sup>th</sup>**. The sooner you view the studies, the larger selection you will have.
- The alternate written assignment will be posted on **Tuesday, March 6<sup>th</sup>**. This is for students who either prefer to not participate in studies or who do not meet the **5-credit requirement** by the study completion deadline (below).
- To fulfill this requirement through study participation, you must complete 5 credits of subject pool studies by midnight on **Friday, April 20<sup>th</sup>**. Otherwise, you must write the alternate assignment.
- Alternate assignments are due by midnight on the last class day, **Friday, May 4<sup>th</sup>**.

If you have questions about your participation in the EDP subject pool or about the alternate assignment, please visit the following website:

[http://www.edb.utexas.edu/education/departments/edp/subject\\_pool/students/](http://www.edb.utexas.edu/education/departments/edp/subject_pool/students/)

If you still have questions, please email the Subject Pool Coordinator, Hien Nguyen, at [edpSubjectPool@austin.utexas.edu](mailto:edpSubjectPool@austin.utexas.edu).

### Grading

Assignment	Points	%
Reading quizzes (top 5 x 6 questions/quiz)	30	7
Reflection Papers (2 of 4)	100	22
Exams (4) 50 questions/exam	200	44
Final Paper: Interview Paper and Transcript	120	27
Total possible	450	100

## **CLASSROOM POLICIES**

### Absences

You are asked to notify Dr. Suizzo as soon as possible in person, by email, by telephone, or by handwritten note if you are unable to attend class or need to leave early for any reason. You may also be required to provide documentation from a clinic or other third party if absences accumulate. Five points will be deducted from your final course grade for every unexplained absence, and points may be deducted for excessive absences, even if excused.

**You are expected to check your email on a daily basis and to respond to any inquiries from Dr. Suizzo, Ms. McManus, and Ms. Lee within 24 hours.**

### Late or Missing Assignments

No credit will be given for any assignments turned in after the deadline UNLESS the student has a legitimate health problem and informs Dr. Suizzo to that effect as soon as possible and no later than the end of the day when the assignment was due. In such cases, the student may be asked to provide corroborating documentation from a third party. Students are urged to notify Dr. Suizzo immediately when they become aware that they have a problem that may interfere with submitting an assignment on time. If a student must be absent on the day an assignment is due, it is her/his responsibility to notify Dr. Suizzo and then either submit the assignment before the deadline (on CANVAS or in Dr. Suizzo's mailbox in SZB 504), or asking a reliable classmate to submit the assignment in class.

If a student must be absent on the day of an exam, and provides a reasonable explanation supported with documentation, a make-up exam will be scheduled. If, however, a student is absent on an exam day and does not provide a documented reason for their absence, no make-up exam will be given.

### Technology

Powerpoint presentations, handouts, and grades will be posted on CANVAS. During class presentations and discussions, if you use a laptop or electronic device for notetaking, **we ask that you refrain from checking email or social media sites, browsing the internet, texting, or working on assignments** as this can be distracting for others as well as for yourself.

## UNIVERSITY POLICIES & RESOURCES

### Writing Center

If you need or would like extra help in writing, please do not hesitate to utilize the services offered by the "Undergraduate Writing Center" in the Flawn Academic Center, Second Floor, Room 211, or call 512-471-6222 to make an appointment for a consultation. Check out the center's website at <http://www.uwc.utexas.edu/home> They also have a long list of very useful handouts to help you with specific aspects of writing such as grammar, style, organization, and editing your work. <http://www.uwc.utexas.edu/handouts>

### Students with Disabilities

The University of Texas at Austin provides upon request reasonable academic accommodations for

eligible students with disabilities. For more information contact the Division of Diversity and Community Engagement at 512-471-6259, videophone: 512-410-6644.

### Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at [www.utexas.edu/dpets/dos/sjs/](http://www.utexas.edu/dpets/dos/sjs/).

### Safety Information:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. ***Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.*** Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns Advice Line: Use this resource to help fellow UT members about which you have concerns BCAL: 232-5050

### HONOR CODE

THE CORE VALUES OF THE UNIVERSITY OF TEXAS AT AUSTIN ARE LEARNING, DISCOVERY, FREEDOM, LEADERSHIP, INDIVIDUAL OPPORTUNITY, AND RESPONSIBILITY. EACH MEMBER OF THE UNIVERSITY IS EXPECTED TO UPHOLD THESE VALUES THROUGH INTEGRITY, HONESTY, TRUST, FAIRNESS AND RESPECT TOWARDS PEERS AND COMMUNITY.

Student Judicial Services  
Office of the Dean of Students  
Division of Student Affairs