I. Introduction

A. Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

B. Through this course, students will prepare for contemporary challenges by developing and demonstrating the following core objectives: critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility.

II. Learning Outcomes

The successful student will be able to:

A. Describe the stages of the developing person at different periods of the life span from birth to death.

B. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.

C. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.

D. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.

E. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).

F. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.

G. Discuss the various causes or reasons for disturbances in the developmental process
III. Materials

The instructional materials identified for this course are viewable through
www.ctcd.edu/books

IV. Course Requirements

A. Reading Assignment: Students are expected to read the assigned material prior to class. Occasional pop quizzes will evaluate reading.

B. Project: An naturalistic, objective observation of subjects at three points in the life span will be assigned. The first observation will be carried out as a class. The remaining two observations will be carried out independently.

C. Class Performance: Written tests will be administered at the end of each lesson.

D. Class Participation: Students are expected to participate in class discussions, group assignments, and special projects.

V. Examinations

Examinations will be administered at the end of each Lesson. The exams cover only the material in the specific chapters covered in the Lesson.

VI. Semester Grade Computations

A. It is the student’s responsibility to complete the course requirements as defined within this syllabus.

B. The final grade in the course will be calculated as a simple average of all scores.

Lesson One Exam 100 points
Lesson Two Exam 100 points
Lesson Three Exam 100 points
Lesson Four Exam 100 points
Lesson Five Exam 100 points
Term Project 100 points
Total 600 points

C. Grades are computed as follows:
90-100 A
80-89 B
70-79 C
60-69 D
59 and below F

The final grade is calculated using a simple average. Add all scores and divide by 8.

**VII. Classroom Instructions**

*Academic Dishonesty*

It is expected that students will study together outside of class. However, a student’s exam work should reflect his or her own knowledge. Academic dishonesty will not be tolerated. Any student who is suspected of cheating will be reported to the Dean of Students for disciplinary action and will receive a grade of F for this course.

*Attendance*

Regular and punctual attendance is required. Students are responsible for all material covered during an absence.

*Scholarly Deportment*

Students are expected to display appropriate classroom decorum at all times. Any behavior which distracts from the learning situation is inappropriate. Language, comments, and discussion will be in good taste, scholarly, and appropriate to the subject at hand. Sleeping in class and private conversations are a distraction to others and will be subject to disciplinary action.

Attire appropriate to the academic environment is also expected. Clothing or lack of clothing which is embarrassing to others or distracts from learning should not be worn to class.

CTC is enriched by the varied backgrounds of our students. Students are expected to enhance and demonstrate respect to the learning process despite divergent points of view.

Private conversations are distracting to other students and are never acceptable during a lecture.

Do not enter the class room after class has started or walk between the speaker and the class. If it is necessary to leave while class is in session, do not re-enter the room.

Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students,
regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII Lessons

Lesson One

Life-Span Perspective

Chapter One  Introduction

Beginnings

Chapter Two  Biological Beginnings

Chapter Three  Prenatal Development and Birth

Test  Chapters One, Two, and Three

Lesson Two

Infancy

Chapter Four  Physical Development in Infancy

Chapter Five  Cognitive Development in Infancy

Chapter Six  Socioemotional Development in Infancy

Early Childhood

Chapter Seven  Physical and Cognitive Development in Early Childhood

Chapter Eight  Socioemotional Development in Early Childhood

Test  Chapters Four, Five, Six, Seven and Eight

Lesson Three

Middle and Late Childhood

Chapter Nine  Physical and Cognitive Development in Middle and late Childhood

Chapter Ten  Socioemotional Development in Middle and Late Childhood

Adolescence
Chapter Eleven  Physical and Cognitive Development in Adolescence
Chapter Twelve  Socioemotional Development in Adolescence
Test  Chapters Nine, Ten, Eleven, and Twelve

Lesson Four

Early Adulthood
Chapter Thirteen  Physical and Cognitive Development in Early Adulthood
Chapter Fourteen  Socioemotional Development in Early Adulthood

Middle Adulthood
Chapter Fifteen  Physical and Cognitive Development in Middle Adulthood
Chapter Sixteen  Socioemotional Development in Late Adulthood
Test  Chapters Thirteen, Fourteen, Fifteen, and Sixteen

Lesson Five

Late Adulthood
Chapter Seventeen  Physical Development in Late Adulthood
Chapter Eighteen  Cognitive Development in Late adulthood
Chapter Nineteen  Socioemotional Development in late Adulthood

Endings
Chapter Twenty  Death, Dying, and Grieving
Test  Chapters Seventeen, Eighteen, Nineteen and Twenty