CASPER COLLEGE COURSE SYLLABUS

PSYC 2360 N60 & N61, Lifespan: Adulthood & Aging

Semester/Year: Spring 2016

Lecture Hours: 1  Lab Hours: NA  Credit Hours: 1

Class Time: Online  Days: Online  Room: NA

Instructor’s Name: Kim Talbott

Instructor's Contact Information:
Office Phone: 307-268-3068  Email: ktalbott@caspercollege.edu

Office Hours: M, 10:00-11:50; TWTh, 11:00-11:50; or by appointment

Course Description: An overview of the lifespan from adulthood to later maturity, the theoretical bases for adult development, and the psychological, physical, social and emotional aspects of adult transitions. Current research methodology on adulthood will be emphasized.

NOTE: The Casper College Addictionology / Psychology Programs have adopted the American Psychological Association [APA] Publication Manual as our official writing style for all written work in our courses.

Statement of Prerequisites: Prerequisites: PSYC 2300, or concurrent enrollment with consent of instructor.

Goal: The goal of this course is to provide students with an opportunity to gain a better understanding of the many changes that occur between early adulthood and death, and the factors that are thought to influence these changes. The overarching goal is that students will acquire a better understanding of the developmental changes occurring within themselves and others, and apply this knowledge in their daily lives.

Outcomes: Through active course participation, students will be able to:
1. Demonstrate effective written communication
2. Demonstrate knowledge of diverse cultures and historical perspectives
3. Describe the value of personal, civic, and social responsibilities

Course Objectives: This course is designed to introduce students to the many aspects of development, from early adulthood to end of life. Over the course of the semester, students will be introduced to such topics as:
- History, theory, and research strategies
- The physical, cognitive, and social/emotional changes that accompany each developmental stage
- Cultural similarities and differences
- The influence of biology and environment on development
- Key developmental terms, concepts, and principles
Methodology: Online consisting of PowerPoint lecture slides, videos, forum discussion, and activities. Also, students will learn course material through the activity of living a “virtual life”. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria:

Exams (40 points each): There will be a total of two (2) exams consisting of multiple-choice questions. Exams will be worth a total of 80 points. No make ups will be allowed without documentation.

Virtual Life forum (30 pts): Students will post to the forum how their “virtual self” developed during each stage, being sure to discuss any challenges they faced, and whether or not they feel they met these challenges successfully. Proper terminology should be used and theories should be discussed. Students will then comment on other student’s post. More specific instructions will be posted on Moodle. No late assignments without documentation.

Virtual Life Assignments (30 points total): Student’s will work on a semester-long assignment in which they live a virtual life in MyVirtualLife. MyVirtualLife can be accessed through the MyDevelopmentLab home page. Students will make life decisions from 18-years old to late adulthood and answer 2 sets of essay style questions. Each of these assignment sets is worth 15 points for a total of 30 points. Due dates will be posted on MyVirtualLife and assignments will be collected through MyVirtualLife. No late assignments without documentation.

Extra-credit Participation (10 pts): You can earn 10 points (7% of total course grade) by participating in extra credit activities. Extra credit activities consist of participating in research or completing three hours of service learning. Contact me for more information about these opportunities. In order to earn extra credit all other graded assignments must be turned in. These points are truly extra credit and points earned cannot be used in lieu of a required assignment.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Grading Rubric

<table>
<thead>
<tr>
<th>% Points</th>
<th>Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>126 - 140</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>112 - 125</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>98 - 111</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>84 - 97</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>&lt;84</td>
<td>F</td>
</tr>
</tbody>
</table>

Required Text, Readings, and Materials:
Class Policies:

1. You are responsible for all assigned readings. While many topics will be covered in class, not all concepts from the readings will be covered. Nonetheless, students are responsible for all assigned readings.

2. You are responsible for turning in assignments on time. The course schedule includes the week that assignments are due. The specific due date will be posted on Moodle no later than one-week before it is due. Late assignments are not accepted without documentation.

3. It is your responsibility to attend class and be aware of critical due dates and any changes that have been made to the schedule. It is also your responsibility to let me know if you are having difficulty grasping any of the course material. I’m here to help…. but you’ve got to let me know that you need (and want) help.

4. Cheating and plagiarism will NOT be tolerated! Any student caught cheating or plagiarizing should expect to receive the harshest consequence (see Casper College Student Conduct and Judicial Code).

5. Please respect all class members. If the Instructor determines a student is being disruptive, that student will be removed from the class.

6. Withdrawing from class: Students may withdraw from this class up to April 14th, the official withdraw deadline date. Students who continue the class into finals week may not withdraw from the class. It is the student’s responsibility to withdraw. The Instructor will not initiate withdrawals.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.
ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Course Schedule (tentative):

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WEEK OF:</th>
<th>TOPIC</th>
<th>READING &amp; ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>Syllabus &amp; enrolling in MyDevLab Theory &amp; research in human development</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>1/25</td>
<td>EARLY ADULTHOOD: Physical &amp; cognitive development</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>3</td>
<td>2/1</td>
<td>EARLY ADULTHOOD: Emotional and social development</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>4</td>
<td>2/8</td>
<td>MIDDLE ADULTHOOD: Physical &amp; cognitive development</td>
<td>Ch. 15 * Exam 1 [1, 13, 14, 15]</td>
</tr>
<tr>
<td>5</td>
<td>2/15</td>
<td>MIDDLE ADULTHOOD: Emotional and social development</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>6</td>
<td>2/22</td>
<td>LATE ADULTHOOD: Physical and cognitive development</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>7</td>
<td>2/29</td>
<td>LATE ADULTHOOD: Emotional and social development THE END OF LIFE: Death, dying, and bereavement MyVirtualLife</td>
<td>Ch. 18 Ch. 19</td>
</tr>
<tr>
<td>8</td>
<td>3/7</td>
<td>THE END OF LIFE: Death, dying, and bereavement MyVirtualLife</td>
<td>Ch. 19 * Virtual Life forum * Exam 2 [16, 17, 18, 19]</td>
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</tbody>
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** Virtual Life assignments and due dates will be announced on Moodle and posted on the MyVirtualLife website.