Course Purpose:

This course will acquaint you with the theories of development, the research and the concepts that help parents, teachers and psychologists understand the entire lifespan from the birth process, the play years and the school years, adolescence, young adulthood, middle adulthood and old age. The course is organized around these progressing age groups using a physical, cognitive and social/emotional development model. We will highlight social policy issues (and where they come from), brain development, and cultural influences on development. You will have a chance to raise your own virtual child, using VIRTUAL CHILD from the publishers of our textbook. In addition, many relevant real-life issues will be explored through our BABY DAY and class visitors. If you have a special topic you would like to learn more about, please see me and we will try to include it. If you have someone with an interesting developmental issue that might want to come and talk to the class, talk to me about your idea. The best classes are those that are collaborations between you and me.

Required Textbook:

The textbook for this course is Exploring Lifespan Development, 2nd Edition by Laura E. Berk. There are two options available and each comes with the online VIRTUAL CHILD application we will use in class.
OPTION 1: 9780205819515

OPTION 2: 9780205806171 (this version is the 3 hole punched version that is about 35% less cost)

If you buy the textbook from another source, it will not automatically come bundled with online VIRTUAL CHILD, but you can purchase access to VIRTUAL CHILD using the following link: www.myvirtualchild.com. You must have this program so plan to buy it so you will have your assignments done on time.

My Virtual Child:

Virtual Child (VC) is a program that allows you to raise your own virtual child from birth through age 18. You make parenting decisions and then learn about and monitor the effects of these decisions and random life events on the development of your virtual
child. This program is a fascinating and fun way to learn about development! Students will complete 12 sets of reflective questions, print out answers in a hard copy to turn in. Each set of questions is worth 6 points. Due dates are in the Course Schedule. No late questions will be accepted. All the work you do on My Virtual Child will be rewarded with better understanding for the exam questions about each age group.

**Group Poster Presentation:**

There will be a group assignment and poster presentation during Week Twelve that will require you to participate in a group, research the topic dealing with “the challenges of young adult development,” create a poster and present your findings to the class through the poster. We will have two group meetings before the posters are due. The posters will be situated around the classroom and each student will look at each poster and come up with three facts from each poster using a handout provided. The handouts will be turned in and will contribute to the points for the entire group project. It is a fun and interesting assignment that students have really enjoyed in the past.

**Online Quizzes**

There will be three online quizzes during the semester that will be timed. There are three sections in this class and each quiz will deal with one of the sections and help prepare you for the exam dealing with that information. They will be announced in advance and you will have a few days to take the quiz. Once you start a quiz, you must finish it at that time.

**Using Blackboard:**

I will use Blackboard to send announcements, provide lecture notes and study guides. To access it, go to [http://blackboard.sdsu.edu](http://blackboard.sdsu.edu). You should check Blackboard every 2 weeks or so to download and print notes. I will email you when lectures are posted. You should check Gradebook to make sure your points are accurately recorded and you know how you are doing in the course.

**Course Grade:**

The course grade will consist of your performance on three exams, one group poster presentation, three online quizzes, in addition to completion of answers to reflective questions asked by MY VIRTUAL CHILD. The tests will be worth 100 points apiece. Finally, there will be an in-depth group project that requires a couple of in-class meetings and a bit of work outside the classroom for 30 points. There are 402 total possible points. There may be some opportunities for extra credit, which will include bringing a baby or child to class corresponding to the time period we are studying, inviting a guest to participate in an interview, or by filling out a survey. But basically, you should not count on extra credit to improve or save your grade. Any extra credit points are applied to your grade after it has been calculated and are not added directly into your course points as substitutes for points you have missed.
Course Points

<table>
<thead>
<tr>
<th>Points Each</th>
<th>Points Total</th>
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</thead>
<tbody>
<tr>
<td>EXAMS</td>
<td></td>
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<tr>
<td>Tests</td>
<td>100</td>
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<tr>
<td>Online quizzes</td>
<td>15</td>
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<tr>
<td>Group Poster</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Online quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Group Poster</td>
<td>1 group poster &amp; handout for other posters</td>
</tr>
<tr>
<td>Virtual CHILD</td>
<td>12 sets of questions</td>
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<tr>
<td>Reflective question Answers</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>457</td>
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</table>

Test 1 will cover chapters 1-6 and all lecture and discussion material. Test 2 will cover chapters 7-10 and all lecture and discussion material. Test 3 will cover chapters 13-19 as well as major information from parts one and two of the course and all lecture and discussion materials. Tests and quizzes will consist of multiple choice questions.

Test and Grading Policies

Tests must be taken when scheduled. Once a test begins, you cannot leave the room for any reason (so use the restroom before the test). If you cannot take an exam due to a very serious reason AND you contact me about this prior to the exam, you may make it up if you can take it during my office hours. Grades are based on percentage of course points received, with 90% and above = A- to A; 80-89% = B-, B, or B+; 70-79% = C-, C or C+; 60-69% = D-, D or D+; and below 60 = F.

Students with disabilities

ADA/Accommodations: San Diego State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Student Disability Services (SDS), 619.594.6473 or online at http://www.sa.sdsu.edu/sds. SDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the SDSU.

Academic dishonesty

The Student Code of Conduct is online at http://www.sa.sdsu.edu/srr/conduct1.html. The academic dishonesty code specifies actions for behaviors such as cheating on
tests, plagiarism, and/or inappropriately collaborating with others. I will enforce the code in the course; cheating or other violations will result in appropriate penalties, including a failing grade on the assignment or in the course, and the reporting of that incident to the Office of Student Rights and Responsibilities. Students have the right to appeal such action in accord with the due process.

**Communicating with me**

**Office Hours:** Thursdays, 11-12, in my office basement of Life Sciences, 24K. You can also contact me by email but be sure to indicate in subject line who you are and that you are writing about the class. My email is bamcdonald.psych@gmail.com.

**Course Schedule:** Lecture notes will be provided for each age period we are studying. We will continue the lecture each day from where we left off before. This means you have to stay current with the lecture notes and schedule. Stay tuned for any changes to syllabus. Reading can be done before or after lecture, depending on your study method. Some students like to have advance information about the topic, others prefer to read after the lecture has been presented. Of course, I can’t cover all the reading in lecture but you are responsible for the textbook information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue 8/30</td>
<td>Introduction; important theories</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Thu 9/1</td>
<td>Overview of issues, research, terms</td>
<td>Chapters 1&amp;2</td>
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<tr>
<td><strong>WEEK TWO</strong></td>
<td></td>
<td></td>
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<tr>
<td>Tue 9/6</td>
<td>Prenatal Development I</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Thu 9/8</td>
<td>Prenatal Development II</td>
<td>Chapter 3</td>
</tr>
<tr>
<td><strong>WEEK THREE</strong></td>
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<tr>
<td>Tue 9/13</td>
<td>Birth &amp; the Newborn</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Thu 9/15</td>
<td>Infancy &amp; Toddlerhood: Physical Development</td>
<td>Chapter 4</td>
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<tr>
<td><strong>WEEK FOUR</strong></td>
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<tr>
<td>Tue 9/20</td>
<td>Infancy &amp; Toddlerhood: cognitive Development</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>
Virtual Child Questions for 8 mo, 19 mo DUE

Thu 9/22  
BABY DAY & Attachment theory & research

WEEK FIVE

Tue 9/27  
Infancy & Toddlerhood: Social/emotional dev.  Chapter 6

Thu 9/29  
TEST ONE,  Scantron Blue # 19641

WEEK SIX

Tue 10/4  
Early Childhood: Physical & Cognitive dev.  Chapter 7

Thu 10/6  
Early Childhood: More Cog development  Chapter 7

WEEK SEVEN

Tue 10/11  
Early Childhood: Social & Emotional dev.  Chapter 8

The importance of Play

Virtual Child Questions for 30 m0, 3 yrs, 4 yrs DUE

Thu 10/13  
Middle Childhood: Physical Dev.  Chapter 9

WEEK EIGHT

Tue 10/18  
Middle Childhood: Cognitive & Social dev.  Chap 9&10

Middle Childhood: Are our Boys in trouble?

Virtual Child Questions for 6 yrs, 8 yrs, 10 yrs DUE

Thu 10/20  
Panel Discussion: Parenting and Teaching Children and Teens

WEEK NINE

Tue 10/25  
Begin Adolescence: Physical dev.  Chp 11

Thu 10/27  
Adolescence: Choices and Outomes  Chap 11&12

Begin Cognitive dev.

WEEK TEN

Tue 11/1  
Adolescence: Cognitive and Social/emotional dev.  Chapter 12

Virtual Child Questions for 12 yrs, 14 yrs, 16 yrs, 18 yrs DUE
Thu 11/3  TEST TWO, Scantron Blue # 19641

WEEK ELEVEN

Tue 11/8  Young Adulthood: Physical & Cognitive dev.  Chapter 13
Finding a suitable career
First group meeting for poster presentation

Thu 11/10  Young Adulthood: Social & Emotional dev.  Chapter 14
Finding a compatible mate & lifestyle
Second group meeting for poster presentation

WEEK TWELVE

Tue 11/15  Poster Presentations: The challenges of adult decisions

Thu 11/17  Middle Age: Physical Development  Chapter 15

WEEK THIRTEEN

Tue 11/22  Middle Age: Social & Emotional dev.  Chapter 16

Thu 11/24  Thanksgiving
Being Grateful is good for your health and happiness

WEEK FOURTEEN

Tue 11/29  Late Adulthood: Physical & Cognitive dev.  Chapter 17
Alzheimers & dementia

Thu 12/1  Late Adulthood: Social/Emotional dev.  Chapter 18

WEEK FIFTEEN

Tue 12/6  Death, Dying and Bereavement  Chapter 19

Thu 12/8  TEST THREE, Scantron Blue # 19641