

**LIFE CYCLE DEVELOPMENT**  
**PSYCHOLOGY 2310 (CRN: 22087) Spring 2019**  
**Mondays & Wednesdays: 1:30 -2:50 p.m.**  
**Undergraduate Learning Center (UGLC) Room 346**

**Instructor:** Lawrence Cohn, Ph.D.  
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**Office Hours:** Mondays & Wednesdays 10:30 a.m. – 12:00 p.m. or by appointment

**Textbook:** *Human Development: A Cultural Approach* (2019, Third Edition)  
by Jeffrey Jensen Arnett & Lene Arnett Jensen, Boston: Pearson Publishers  
(available at the UTEP Bookstore, Amazon.com, etc.)

**WELCOME!!!** This course will introduce you to many of the major research findings in human development. The material and ideas that we will review this semester are quite exciting and include studies of infant sensory and cognitive capacities, moral reasoning in children, adolescent brain development and its implication for understanding teenage behavior, and intellectual and social development during adulthood. The course has several goals, including 1) increasing your knowledge of key research findings in the study of human development, 2) increasing your ability to draw connections between research findings and your everyday life, and 3) increasing your empirical orientation towards knowledge. The topics and reading assignments for each class are provided below. We may deviate from this schedule, so the dates are intended as rough guides for where we will be throughout the course.

**Strategies for Success in this Course**

Students sometimes earn low grades in PSYC 2310 because they do not invest the time needed to succeed in the course. **Please note: you should spend, on average, 7.5 hours per week studying for this class in addition to spending 3 hours per week attending this class.** Thus you should commit approximately 10.5 hours per week to succeed in this course. You should be reading all of the assigned chapters, and you should be reading these chapters more than once (that is, twice, three times, or more). Most importantly, you should interact with the material! Write comments in the margins of the text, type up additional notes, discuss the material with friends (or even enemies), or just close the door to your room and review the material aloud. Actively engaging material is absolutely critical for your success in any course. Passively reading a chapter once is useless. At the University level, you are expected to master material in a non-trivial way. Hence the need to genuinely commit the type of time and energy described above in order to get the payoff that you desire.

**Examinations**

There will be four hourly exams and one final exam. The hourly exams are tentatively scheduled for the dates listed below. **The exam dates are tentative, so please do not plan business trips or other obligations around the latter dates.** Each exam (including the final exam) is worth 16% of your course grade. Thus your exam grades comprise 80% of your final course grade. If you miss

one hourly exam then you will have the opportunity to take a comprehensive make-up exam at the end of the semester. There will be no individual make-up exams except for health emergencies (e.g., hospitalization) or other extreme problems. You will not be admitted to an exam if you arrive after the first student departs from the exam room. Please bring a #2 pencil and two scantron sheets to each exam.

### **Quizzes**

There will be five (5) quizzes during the semester. I will drop your lowest quiz grades when computing your final course grade. Thus I use your four (4) highest quiz grades when computing your course grade. Each quiz is worth 5% of your final course grade (thus the quizzes comprise 20% of your course grade). The quizzes are intended to help keep you on track and attentive to the readings and class material. The quizzes are **tentatively** scheduled for the dates listed below. The quizzes will typically be administered at the beginning of class (so make certain that you arrive to class on time). If you arrive 5 minutes after the quiz is distributed then you will not be administered a quiz (so, again, please arrive to class on time!). Please bring a #2 pencil and two scantron sheets to each quiz. I know that many students may miss a quiz due to family obligations, work obligations, commute difficulties, or related problems. Because I drop your lowest quiz grade I will not administer make-up quizzes, regardless of the reason for missing a quiz.

**Extra Credit Research Opportunity:** The Psychology Department strives to help students develop an empirical orientation towards knowledge. Towards this end, students in this class have the opportunity to earn an extra 12 percentage points on one exam by participating in six (6) hours of research conducted in the Psychology Department. Your participation will help you learn about the research methods and techniques that are used in psychological research. Two (2) percentage points will be added to one exam score for each hour of research participation (maximum research credit: 12 percentage points). Two points will be deducted from an exam score for each hour of credit that you sign-up for but fail to attend without notifying the experimenter sufficiently in advance. The attached sheet (“**Research Extra Credit Opportunity for Life Cycle Development**”) provides instructions for identifying and signing-up for studies that are conducted in the Psychology Department this semester. If you are unable to participate in research studies but would still like to earn extra credit then you can write six (6) short research papers (each paper should be 2 pages in length, typed) based on research articles that **I will assign to you**. Each research paper requires about one hour of work. **Please see me if you want copies of the articles.** Note that participation in this research opportunity is voluntary and not a class requirement.

### **Class Participation and Attendance**

Class attendance is required and class participation is encouraged. **If you miss more than three classes then you must make an appointment to see me; otherwise I reserve the right to lower your final grade by one grade level.** Please turn off your cell phones when attending class. Reading or responding to text messages distracts other students, even when you think you are quiet and unobtrusive! Laptop computers can only be used for taking notes (thus no surfing the web). I reserve the right to lower your course grade by one grade level if the latter requests and policies are violated.

### **Classroom Accommodations**

If you have a disability and need classroom accommodations, then please contact the *Center for Accommodations and Support Services* (CASS) by phone at 747-5148 or by email at [cass@utep.edu](mailto:cass@utep.edu) or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### **A NOTE REGARDING ACADEMIC HONESTY, INTEGRITY, AND DISHONESTY**

Academic integrity and academic honesty are highly valued at UTEP. The Office of Student Conduct and Conflict Resolution (<http://sa.utep.edu/osccr/academic-integrity/>) notes the following: “...students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty...”

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

“**Cheating:** Copying from the test paper of another student; communicating with another student during a test; giving or seeking aid from another student during a test; possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.); substituting for another person to take a test; falsifying research data, reports, academic work offered for credit.

“**Plagiarism:** Using someone’s work in your assignments without the proper citations; submitting the same paper or assignment from a different course, without direct permission of instructors

“**Collusion:** Unauthorized collaboration with another person in preparing academic assignments”

Academic dishonesty will result in disciplinary actions that can include a failing grade for the course or expulsion from the University (without a refund for tuition costs). So please do your own work.

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### **TENTATIVE CLASS SCHEDULE**

**NOTE 1:** Do not fall behind in your readings or your class attendance. Introductory level classes are sometimes the most difficult classes to master due to the amount of material that is covered during the semester. If you have questions about the readings or class material then please come see me - **I enjoy meeting with students!**

**NOTE 2:** April 5<sup>th</sup> is the Spring Drop/Withdrawal Deadline. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan. 23	Introduction & Research Methods	Chapter 1
Jan. 28	Research Methods & Theory	Chapter 1
Jan. 30	Research Methods & Theory	Chapter 1
Feb. 4	Prenatal Development	Chapter 2
<b>Feb. 6</b>	<b>Quiz #1 on Chapters 1 &amp; 2 &amp; lectures</b>	
	Infancy: Perceptual & Cognitive Development	Chapter 3
Feb. 11	Infancy (con't)	
<b>Feb. 13</b>	<b>Quiz #2 on Chapter 3</b>	
	Infancy: Social & Personality Development	Chapter 4
Feb. 18	Infancy (con't)	
<b>Feb. 20</b>	<b>Exam #1.....</b>	<b>Chapters 1- 4 &amp; lectures</b>
Feb. 25	Early Childhood: Physical & Cognitive Development	Chapter 5
Feb. 27	Early Childhood	Chapter 6
<b>March 4</b>	<b>Quiz #3 on Chapters 5 &amp; 6 &amp; lectures</b>	
	Early Childhood	
March 6	Middle Childhood	Chapter 7
March 11	Middle Childhood	Chapter 7
<b>March 13</b>	<b>Exam #2.....</b>	<b>Chapters 5-7 &amp; lectures</b>
<b>March 18 &amp; 20</b>	<b>SPRING BREAK: NO CLASS</b>	
March 25	Adolescence: Physical Development	Chapter 8

March 27	Adolescence: Cognitive Development	Chapter 8
<b>April 1</b>	<b>Quiz #4 on Chapter 8 &amp; lectures</b>	
	Adolescence: Social Development, Risk taking	Chapter 8
April 3	Adolescence (con't)	
April 8	Emerging Adulthood: Physical & Cognitive Changes	Chapter 9
April 10	Emerging Adulthood (con't)	
<b>April 15</b>	<b>Exam #3.....Chapters 8-9 &amp; lectures</b>	
April 17	Early Adulthood: Social Development	Chapter 10
April 22	Middle Adulthood	Chapter 11
April 24	Middle Adulthood: Physical & Cognitive Development	Chapter 11
<b>April 29</b>	<b>Quiz #5 on Chapters 10 &amp; 11 &amp; lectures</b>	
	Late Adulthood: Personality	Chapter 12
May 1	Late Adulthood: Physical	Chapter 12
<b>May 6</b>	<b>Exam #4.....Chapters 10-12 &amp; lectures</b>	
<b>May 8</b>	<b>"Comprehensive Make-up Exam" (last day of class)</b>	
<b>May 15</b>	<b>Final Exam, 4:00 p.m. to 5:30 p.m.</b>	