LIFE SPAN DEVELOPMENT
B310 (Section 9563)
Thursdays 6:00 p.m.-8:40 p.m.

Location LE 103

Debby Wimer, M.S.
docustan@iupui.edu

The easiest way to contact me is to email me, but I am happy to speak with you, too. If you need to talk with me you can a) ask quick questions as I set up before class starts, during the break, or after class, b) email me your questions, c) email me to set up a phone appointment, d) email me to set up a meeting. You can also email our TA about Oncourse gradebook issues.

Outside of class, please contact me by e-mail: docustan@iupui.edu

Class TA: Kelsey Worth [knworth@email.iu.edu]


Purchase Information:

Regarding using an earlier edition of Kail and Cavanaugh's Human Development: A Life Span View: I have been told by the B310 Coordinator that studying from an earlier edition would probably cost a student approximately 4 points per exam because of added material in the current, 6th edition. There are five 50-point mandatory exams, so it is up to you to decide if you want to risk up to 4 points each.

You may find some of the below options more affordable than you had anticipated. It looks like www.cengage and www.amazon have the least expensive options; I have put an "*" by those. Note, these purchase options are for the 6th edition text listed for the course, ISBN 9781111834111:

IUPUI's Barnes and Noble Bookstore has the text in, and has the following options:

- BUY NEW (there are no used texts) $203.60
- RENT HARDCOVER TEXTBOOK FOR SEMESTER $101.60
- RENT ELECTRONIC TEXTBOOK FOR SEMESTER $108.00

www.cengage.com (enter ISBN number in search to reach the proper page):
NOTE: ANY PRINT TEXT PURCHASES INCLUDE FREE SHIPPING AND FREE 7-DAY ACCESS TO THE ONLINE EBOOK, TO SERVE YOU UNTIL YOUR BOOK ARRIVES BY UPS
- BUY NEW HARDCOVER $183.99
- BUY NEW LOOSELEAF $92.99*
- BUY EBOOK $107.99
- RENT E CHAPTERS $11.49 EACH (there are 16 chapters in the book, so by the end of the semester you would have invested $183.84 in total. But this would be a sort of monthly payment plan for those who would prefer not to pay the purchase price all at once.)

Amazon.com and other online searches for the text:

- Amazon offers the new hardcover from $164.77, used from $150.69, and will rent for $81.75*.
- You can also enter the ISBN number in a Google search to find other sources, if you like.

There is no required study guide, however your textbook has a companion website with study materials such as flashcards, crossword puzzles, glossary definitions, and web links. Find this material at http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bl&product_isbn_issn=9781111183411, then choose an option that does not have the icon of a lock on it. The locked resources are for professors only and are password protected.

TAs: Kelsey Worth is our undergraduate TA, knworth@iupui.edu. She is listed as an Assistant on Oncourse.

COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g.; physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse CL system to provide you with course-related information and grades. To access Oncourse simply point your web browser to: https://oncourse.iu.edu/portal (or find it off of www.iupui.edu) and log in. You must know your User ID and password to do this. Then choose B310 to access this course’s information. It would be a good idea to check Oncourse once a week for course announcements. Oncourse can be run from any computer, on campus or off campus with access to the Web. If you have any trouble accessing your B310 class on Oncourse, please go to the UITS website at http://uits.iupui.edu/scripts/ose.cgi?amdx.ose.help/ or call UITS help desk at (317) 274-HELP.

EXAMS: (NOTE: The dates for exams is included in the Course Schedule on page 10 of this Syllabus) There are 5 exams in this course, each of which covers three or four chapters from your text. EXAM MATERIAL COMES SOLELY FROM THE TEXTBOOK, no lecture material is on the exams. Each exam will include 52 multiple-choice questions, and each
question is worth 2 points. However, the exam grades are based on a 100-point scale (i.e., there are 2 "bonus questions" or a 4-point "curve" on each exam). At the end of each exam, you will receive a raw score and the percentage of items that you got correct. To calculate your actual exam score, simply multiply your raw score by 2 (raw score x 2 = exam grade). For example, if you receive a raw score of 41, your exam grade is (41 x 2, or) 82.

Exams must be taken in the computer testing lab in the basement of the Science Building (SL 070). In the left-hand menu of Oncourse you can find a detailed PowerPoint presentation created by Katie Lucas called “B310 Testing Procedure” that explains what you will experience when you take your tests. Each exam will open (you can take it) once the previous exam closes. This means you have to find time outside of class to take the exams. The great thing is that you can fit the tests into your own schedule during the periods that they are open (available). If you are busy you can delay taking the test up until its closing date; if you want to get it out of the way, you will be able to take it at least one week before the test actually closes (ends). Still, it is advised that you avoid taking the exams on the days that they close (end) because traffic in and out of the computer lab may be very heavy. There will be no opportunities for exams to be taken after the closing date. To make up ANY missed exam you must take the optional, cumulative final.

The testing center is located in SL 070D. You may take the exams at any time while the computer center is open but students may not start any exam later than 60 min. before the center closes. The testing lab is also being used for examinations by students in B104 (Introductory Psychology), B340 (Cognition), and B380 (Abnormal Psychology) but the exam schedule has been constructed to try to minimize the amount of competition for terminals across the two courses. If you have problems with any of the computer equipment, contact the available consultant. Student proctors also are available during some hours to help answer some of your questions. Lab hours this fall are (with noted exceptions):

Monday to Thursday:
10AM to 8PM
Friday and Saturday:
10AM to 5PM
Sunday:
Noon to 5PM

The lab will be closed these times:
Wednesday, September 12, 2012, 10:30 a.m. to Noon

Labor Day Weekend:
Saturday 1-Sep, 2012 to Monday 3-Sep, 2012

Fall Break
Saturday 13-Oct, 2012 to Tuesday 16-Oct, 2012

Thanksgiving
Close at 5PM on Tuesday 20-Nov, 2012
**To gain access to your tests you must click “Psychology Testing Lab” located in the left-hand menu of Oncourse. This must be done before going to the testing center, but it only needs to be done one time this semester for this course.** Currently, the link for hours included in that tab is not operational but should be very soon.

While taking the exams on computers might seem quite different the first couple of times you do it, it is important to keep in mind its advantages. First, it ensures test security and helps to increase the likelihood that all students are graded fairly and objectively. Cheating is virtually impossible, since many forms of each test exist. Second, it provides you with a great deal of flexibility in terms of the date on which you take your exams, and in terms of how long it takes you to complete them (while most students find that 30 minutes is sufficient for completing the exam and checking over their answers, there is no time limit imposed on test taking). Because each exam is offered for a period of approximately three weeks, you can take exams when it is most convenient for you, rather than only on a certain day determined by your instructor. Consequently, the need for make up exams is significantly minimized.

You must bring your IUPUI Jag Tag to the Computer Testing Lab. You will also need to know your Oncourse login information. Proctors will check your ID to verify that only students enrolled in the class are taking the examinations. Your ID card will be scanned to ensure that your Student ID on the card matches the identifier generated by the Registrar’s Office. Your picture ID must be placed next to your computer terminal while you are taking your exam. There are no exceptions to this rule. If you do not have a Jag Tag, you must obtain one prior to the first examination.

Cases of suspected cheating on the examinations will be dealt with according to the procedures outlined in the IUPUI Academic Handbook and will always be reported to the Dean of Students. Don’t cheat: you are likely to fail this course if you do.

**MAKE UP EXAM:** Plan ahead so as to take the exams well before the last possible testing period. However, if you miss one of the five exams for any reason, you must take a cumulative final exam (exam 6) to make up for the one exam that you missed.

**FINAL EXAM (Exam 6):** Any student may also take the cumulative final to replace his or her lowest exam grade or to make up for a missed exam (if you score lower on the final exam than on your lowest exam grade, the grade from the cumulative final will be dropped). The cumulative final will include 52 multiple choice questions and will cover all 16 chapters that you were required to read during the course. If you are pleased with your five term exam scores, you are not required to take the final exam. If you do choose to take the final exam, please note that the last (fifth) exam must be taken first. The final exam can only help you; a poor score on this exam will never hurt your grade. Please Note: taking Exam 6 is also the only way you can make up a missed exam.

**ASSIGNMENTS:** In addition to the exams you will have other ways to learn information and to earn points in this class. There will be activities, in-class quizzes, and two short papers.
Students will participate in Activities that will allow you to view films, write on and discuss topics from this course, and if you wish, to share your feelings on this topic with the entire class. There will be four of these activity days throughout the semester. If you miss an activity day for a reason other than illness or family emergency, you can make up some of the points by doing extra credit. You will receive points for participation by writing down your own answers to the day’s questions. Your written responses will be turned in to me at the end of that class period. **You will not receive credit if you arrive later than 15 minutes to class, fail to actively participate, or if you leave class early.**

All students will take in-class quizzes that will cover lecture and activity material related to each exam. Sometimes the quiz topics might overlap with information in the textbook, but often the quiz material is very different from textbook material. These quizzes will be very heavily focused on information that was only provided in lecture. Thus, you will be rewarded for attending lecture by doing well on these quizzes AND by getting a review of some of the course concepts prior to taking the examinations. The quizzes will take place in the second hour of the class and will consist of multiple-choice questions. When you are finished with your quiz you may leave.

This class is part of the core curriculum, thus you are required to write as part of the coursework. To do this you will write two short (2-3 page) papers. One paper involves evaluating parents you know personally; the other involves looking at how your life plan is going. Both papers will be assigned in detail later in the semester.

**GRADES:** Grades are based on the point system described below.

1. Five term exams = 500 points (100 points per exam)
2. Four activities = 40 points (10 points per activity)
3. Two short, typed papers = 60 points (30 points each)
4. Five in-class quizzes = 100 points (20 points per quiz)

**TOTAL POSSIBLE POINTS = 700**

Reminder: An optional final examination, Exam 6, (worth 100 points) will be offered near the end of the semester (see Exams Schedule below). You may use the score on this optional sixth exam to replace the lowest of your five term exam scores, or to make up for a missed term exam. A score on the final that is lower than any previous exam will be dropped (it cannot hurt your grade).

**Letter grades will be assigned as follows based off your percentage of the 700 possible points:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97% and above</td>
<td>A+</td>
</tr>
<tr>
<td>93-96%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-84%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
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<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
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Students who receive less than 60% of out of 700 course points will fail the course and receive a grade of F.

I will follow the School of Science guidelines pertaining to grades of I (incomplete). "Incomplete" grades will be assigned only if (a) you have completed 75% of the coursework; (b)
you are passing the course; and (c) I have okayed this arrangement. If you simply stop coming to class and do not complete all of your coursework, your final grade will be calculated based on "0" grades for the assignments/exams that are missing. **Note: Incompletes are rarely given.**

**EXTRA CREDIT:** You will be able to earn up to 10 points of extra credit in this class. After the course schedule in this syllabus, you will find possible extra credit options and assignments, along with dates that they are due. No early or late extra credit papers will be accepted (with exceptions being made for documented medical emergencies). **All extra credit will be entered into the Gradebook on Oncourse by finals week.**

**POLICIES:** We each have our own personal experiences with children, families, and growing older. Please remember that in this class I will be presenting research findings, and you will be encouraged to ask questions and share your opinions. Exams will cover the information presented in class and in the textbook, but my students are (of course) allowed to hold personal beliefs that differ from tested material. Please be respectful of opinions different than your own. Students who are disrespectful will be asked to stop their behavior. If they do not stop, they will be required to leave the classroom for the remainder of the class that day.

**Absences:** If you are absent from lecture, please get class notes from another student in class. If you miss class due to illness, you must produce a doctor’s note and show it to me to turn in late work or make up a discussion / quiz, **otherwise there is no need to contact me if you did not miss a due date, an assignment, an activity, or a quiz.** Likewise, if you miss class due to a family emergency, you will also need to produce some sort of documentation to turn in late work or make up a discussion / quiz. To turn in this information to me, you will first need to fill out the **Excused Absence Form** found at the end of this syllabus. You can give me the Excused Absence Form next time you are in class.

**Academic Dishonesty:** Cheating and plagiarism will not be tolerated. If you are caught cheating or using someone else’s words/ideas as your own you will receive a zero for that quiz or assignment and may be reported to the Dean of Students. Copying even one phrase from the textbook or other sources is plagiarism unless you put the entire quotation in quotation marks ("""). Not using quotation marks around others’ words is plagiarism. Please talk to me if you are not sure what constitutes plagiarism.

**Accommodations:** If you need course adaptations because of a disability, if you have emergency medical information that I need to know, or if you need special arrangements in case the building needs evacuation, please make an appointment with me during the first week of class. Should you need to observe a religious holy day that conflicts with our course schedule, please speak to me at least one week in advance so I can reschedule missed assignments or quizzes.

**Classroom Conduct:** Please arrive on time. Late entry to the class is a disruption to all of the students already present. If you do arrive late, please remove your jacket and take out your notebook outside the classroom to reduce the amount of noise you will make when coming in to join the class. **If you are repeatedly late to lecture you will be dropped from the class.**

**Students arriving late on activity days may not be able to receive full credit for participation.** If you arrive during a quiz, you may not be allowed to take it. Be here on time
and for the full class period on discussion / quiz days or you may not get the points you desire for
your efforts.

At no time during this class should you be reading the newspaper or other nonclass
materials, nor should you be working on homework for other classes or, talking or receiving calls
on your cell phone. In addition, with exception of the discussion portion of this class or specific
in class exercises, please do not chat with your “neighbors.” Cell phones and pagers need to be
turned OFF so there are no rings, beeps, or chimes in class; no texting or IM; no MP3 or music
usage. These things bother other students and distract me as I am trying to teach. Students who
are disruptive will be asked to stop their behavior. If they do not stop, they will be required to
leave the classroom for the remainder of the class that day.
Improving your exam scores in B310

1. Remember that exams ONLY come from textbook material.

2. Write down the examples that I give in class and come up with examples of your own for book topics. Most of the exam questions want you to apply the material not just recognize the definitions of the terms.

3. Take notes on the textbook chapters, including the boxes and focuses on research. Do this after you have read through the chapters once before. Then only study your notes, not the book, for the exams.

4. Photocopy the activities from http://tinyurl.com/kailtext5 Fill out one copy as you read through the chapter for the first time. Use the other copies to test (don't look at the book as you do this) yourself as you are studying for the test. Do this over and over until you get a perfect score. Remember that you have to scroll down past the Instructor material (you cannot access that) to get to the student activities.

5. Email me questions about book material well before the testing date.

6. Get someone else to quiz you about this material.

7. Focus your studying on the ideas/facts that are more difficult; don’t review material you already know over and over.

8. Plan on taking the cumulative final to make up for a low exam score. Study for this cumulative final all throughout the semester to be well-prepared for it at the end.

9. If you are not pleased with your exam grades, double the amount of study time that you normally put into studying for these exams for the next tests. If you still have troubles, double it again.
**SPECIFIC LEARNING OBJECTIVES:** This course has 10 specific learning objectives that represent five of the IUPUI Principles of Undergraduate Learning. Students are expected to have mastered the following specific objectives by the end of the course:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Specific Learning Objective</th>
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<tr>
<td><strong>Intellectual Depth and Adaptiveness</strong></td>
<td>1. Distinguish among the major theories of human development and understand the dimensions along which such theories vary.</td>
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<td>2. Understand the interaction between heredity and environment in determining the course of human development.</td>
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<td>3. Describe prenatal development, the birth process, neonatal development, as well as development during infancy, early childhood, middle and later childhood, adolescence, early adulthood, middle adulthood, and late adulthood.</td>
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<tr>
<td><strong>Analytical Thinking</strong></td>
<td>4. Depict the methods used in developmental research and differentiate between appropriate and inappropriate methods for conducting empirical research related to</td>
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<td>specific theoretical issues.</td>
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<td></td>
<td>5. Explain how research contributes to the understanding of development, and critically evaluate how research fits with particular developmental theories.</td>
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<td><strong>Application and Integration of Knowledge</strong></td>
<td>6. Understand particular developmental events from the perspectives of the major developmental theories (i.e. psychoanalytic, social learning) and identify those</td>
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<td>theories when used by others to analyze events.</td>
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<td></td>
<td>7. Apply knowledge about development to real-life situations relevant to health care, education, and social policy.</td>
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<tr>
<td><strong>Communication Skills</strong></td>
<td>8. Write about empirical research in developmental psychology and express one’s own thoughts and ideas about development in both written work and through</td>
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<td>collaborative in-class discussions.</td>
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<tr>
<td><strong>Understanding Society and Culture</strong></td>
<td>9. Understand and appreciate the development of human beings in a social, cultural, and historical context.</td>
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<td></td>
<td>10. Recognize and appreciate ethical standards involved in conducting developmental research and developing social policies related to human development.</td>
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COURSE SCHEDULE

Exam Reminders:

Exams must be started ONE HOUR before the testing center closes and will not be available after that time on the closing date. Make sure that you arrive at the testing center with enough time to wait for a computer and to take your test. All exams are open, so you may take the exams as they fit your schedule (note: exam 5 must be taken before taking the final, exam 6).

**To gain access to your tests you must click “Psychology Testing Lab” located in the left-hand menu of Oncourse. This must be done before going to the testing center, but it only needs to be done one time this semester for this course.**

Exams are taken in SL 070D. Lab hours this fall are (with noted exceptions):
- Monday to Thursday:
  - 10AM to 8PM
- Friday and Saturday:
  - 10AM to 5PM
- Sunday:
  - Noon to 5PM

The lab will be closed these times:
- Wednesday, September 12, 2012, 10:30 a.m. to Noon
- Labor Day Weekend:
  - Saturday 1-Sep, 2012 to Monday 3-Sep, 2012
- Fall Break
  - Saturday 13-Oct, 2012 to Tuesday 16-Oct, 2012
- Thanksgiving
  - Closed at 5PM on Tuesday 20-Nov, 2012

WARNING: This syllabus may be from a previous semester and may not reflect current or future instructors for the course. The purpose of this syllabus is to provide a sample of course content and objectives.
COURSE SCHEDULE (CONTINUED)

Thursday 8/23/12
Exam 1 Opens at 10 a.m. (Chpts. 1-3)
Introduction to Course
Chpt. One: Introduction and Concepts in Development

Thursday 8/30/12
Chpt. Two: Biological Foundations: Heredity, Prenatal Development, and Birth

Labor Day Weekend: Test Lab Closed Saturday 1-Sep, 2012 to Monday 3-Sep, 2012

Thursday 9/6/12
Activity One

Wednesday, September 12, 2012, Testing Lab Closed 10:30 a.m. to Noon.

Thursday 9/13/12
Exam 1 Closes at 8 p.m. Exams must be started by 7 p.m.
Chpt. 4: Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood
Quiz One (Chpts. 1-3)

Friday 9/14/12
Exam 2 Opens at 10 a.m. (Chpts. 4-6)

Thursday 9/20/12
Chpt. Five: Entering the Social World: Socioemotional Development in Infancy and Early Childhood

Thursday 9/27/12
Chpt. Six: Off to School: Cognitive and Physical Development in Middle Childhood
Activity Two

Thursday 10/4/12
Exam 2 Closes at 8 p.m. Exams must be started by 7 p.m.
Infant/Child Extra Credit Paper due in Class
Chpt. Seven: Expanding Social Horizons: Socioemotional Development in Middle Childhood
Quiz Two (Chpts. 4-6)
Short Paper #1 Assigned (about parenting styles)

Friday 10/5/12
Exam 3 Opens at 10 a.m. (Chpts. 7-9)
Thursday 10/11/12  
Chpt. Eight: Rites of Passage: Physical and Cognitive Development in Adolescence

Fall Break Testing Lab Closed Saturday 13-Oct, 2012 to Tuesday 16-Oct, 2012

Thursday 10/18/12  
**Short Paper #1 Due in Class**  
Chpt. Nine: Moving into the Adult and Social World: Socioemotional Development in Adolescence  
Activity Three

Thursday 10/25/12  
**Exam 3 Closes at 8 p.m. Exams must be started by 7 p.m.**  
Chpt. Ten: Becoming an Adult: Physical, Cognitive and Personality Development in Young Adulthood  
**Quiz Three (Chpts. 7-9)**  
**Short Paper #2 Assigned (about your life plan)**

Friday 10/26/12  
Exam 4 Opens at 10 a.m. (Chpts. 10-12)

Thursday 11/1/12  
Chpt. Eleven: Being with Others: Forming Relationships in Young and Middle Adulthood

Thursday 11/8/12  
**Short Paper #2 Due in Class**  
Chpt. Twelve: Work and Leisure: Occupational and Lifestyle Issues in Young and Middle Adulthood  
Activity Four

Thursday 11/15/12  
**Exam 4 Closes at 8 p.m. Exams must be started by 7 p.m.**  
Adolescent and Adult Extra Credit Papers due in Class.  
Chpt. Thirteen: Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood  
**Quiz Four (Chpts. 10-12)**

Friday 11/16/12  
Exam 5 Opens at 10 a.m. (Chpts. 13-16). You MUST take Exam 5 before taking Exam 6  
Exam 6 Opens at 10 a.m. (Chpts. 1-16).

Thanksgiving Break, Testing Lab Closed at 5PM on Tuesday 11/20/12 –Sunday 11/25/12.
Thursday 11/25/12
   Partial Chpt. Fourteen: The Personal Context of Later Life: Physical, Cognitive, and
   Mental Health Issues
   Chpt. Fifteen: The Personal Context of Later Life: Psychosocial, Retirement,
   Relationship, and Societal Issues

Thursday 12/6/12
   Aging Extra Credit Papers due in Class.
   Chpt. Sixteen: The Final Passage: Dying and Bereavement
   Quiz five (Chpts. 13-16)

Wednesday 12/12/12 Exam 5 Closes at 8 p.m. Exams must be started by 7 p.m.

Thursday 12/13/12 Exam 6 Closes at 8 p.m. Exams must be started by 7 p.m.
Extra Credit

You may earn up to 10 extra credit points in this class by writing short papers on the following topics. These papers are due at the indicated dates in class and are worth two or three points as indicated. Full points are given if you follow all directions. You can expect that extra credit earned from writing Extra Credit papers will be posted on Oncourse by Finals Week.

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Infant and Child Extra Credit

All child-related extra credit is due in lecture on Thursday, 10/14/12. No early or late papers will be accepted without an excused absence form. Do not email your paper.

1. 2 points: Watch a “reality” television program that features live births. Write a two-page paper (typed, double-spaced) on the birth that you witness. Include information about the family, about the birth position, and if painkillers were used.

2. 3 points: Interview a woman who has given birth. Write a three-page paper (typed, double-spaced) on her experience. Include information about the stages of labor (length of time; physical experience), the birth position, if painkillers were used, and the mother’s emotional experience during the birth. You are welcome to tell your own birth story if you have given birth.

3. 2 points: If you have access to your baby book, or if a family member can remember, make a chart of when you accomplished each motor milestone (e.g.; rolled over, walked). You may also do this for a child of your own. In your chart you should compare this to what the book (or my lecture) says are the average ages that these milestones usually occur. At the end of the chart you should type a one-paragraph summary of how well your experience matches the predictions from developmental psychology.

4. 2 points: Go online to http://www.parentsjournal.com/realaudiointerviews.html Select a topic that interests you, and then choose a 20-minute or longer audio interview. Listen to that interview and write a two-page paper (typed, double-spaced) about the interview. Be sure to include the topic of the interview, who was interviewed, and the main ideas of the interview.
Adolescent and Adult Extra Credit

All adolescent/adult-related extra credit is due in lecture on Thursday, 11/15/12. No early or late papers will be accepted without an excused absence form. Do not email your paper.

1. 2 points: Watch reality TV show about weddings. Write a two-page paper (typed, double-spaced) on the wedding that you witness. Include information about the couple, if they have been married previously, if they have children, and the traditions they incorporated into their ceremony.

2. 3 points: Interview a teenager about being a teen. Write a three-page paper (typed, double-spaced) on his or her experience. Include information about what he/she likes and doesn’t like about being a teen, if he/she is working, how he/she feels about parents and other adults, and his/her views on violence in schools.

3. 3 points: Find two books (library, bookstore, own copies) that are written for preteens about puberty or becoming a teenager. Evaluate the messages about puberty in the books. Is the information accurate? Age-appropriate? What tone does the book take? Write a three-page paper (typed, double-spaced).

4. 3 points: Either interview a person who seems to be in a happy marriage about what makes their marriage so happy OR interview a person whose marriage ended in divorce about what made their relationship fall apart. Write a three-page paper (typed, double-spaced).

5. 3 points: Interview a woman who has gone through menopause. What were some of the physical and psychological effects of this change? Write a three-page paper (typed, double-spaced).

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Aging Extra Credit

All aging-related extra credit is due in class on Thursday 12/6/12. No early or late papers will be accepted without an excused absence form. Do not email your paper.

1. 2 points: Watch “Golden Girls,” “Matlock,” (both on YouTube) or any other TV program that has older people as its main characters. Write a two-page paper (typed, double-spaced) on how these older people are portrayed. Specifically, do they seem like average older people? Do they follow or break stereotypes of the aged?

2. 3 points: Interview a person over the age of 65. Write a three-page paper (typed, double-spaced) on his or her experience. Include information about what he/she likes and doesn’t like about being older, if he/she is retired, how he/she feels about their current life.

3. 2 points: Pretend that you are in your 70s and faced with the choice of being unable to perform ADLs or IADLs (see textbook for description). In other words, you get to choose if your body or your mind are “going to go.” Which one would you choose? Tell me why in a two-page, typed, double-spaced paper.

4. 2 points: Rent “Driving Miss Daisy,” “Fried Green Tomatoes,” “Cocoon,” “About Schmidt,” or any other movie that features an older person as its main character. Write a two-page paper (typed, double-spaced) on how these individuals are portrayed in the story. What messages about aging does the film give viewers?

5. 2 points: Go through three magazines (fashion or health types are best) and look for articles and advertisements that have to do with aging (beauty products, articles, photo images). Write a two-page paper (typed, double-spaced) on how aging is discussed and portrayed in these magazines. Include samples (photocopies or originals) from each magazine to document your points.
Excused Absence Form: Lifespan Development, Fall 2012

Fill this form out and attach it to a copy (staple, please) of your written excuse from a doctor or evidence of your family emergency. Turn it in to Debby Wimer in class.

Name:

Preferred e-mail address:

Section of Class: 9563 Thursdays

Date/s missed:
I missed the following assignment/s (circle the one/s missed):

Thu 9/6: Activity One

Thu 9/13: Quiz One (Chpts. 1-3)

Thu 9/27: Activity Two

Thu 10/4: Infant/Child Extra Credit paper due in class + Quiz Two (Chpts. 4-6)

Thu 10/18: Short Paper #1 due in class + Activity Three

Thu 10/25: Quiz 3 (Chpts. 7-9)

Thu 11/8: Short Paper #2 due in class + Activity Four

Thu 11/15: Adolescent and Adult Extra Credit papers due in class + Quiz 4 (Chpts 10-12)

Thu 12/6: Aging Extra Credit papers due in class + Quiz Five (Chpts. 13-16)