**Syllabus Life Span Development, Summer 2017**

**General Class Information**

 **Instructor Name and Contact Information**: Dr. Mary Repass

 540-604-7746 cell, 540-371-7350 home

 rrglobalco@aol.com or mr3ku@virginia.edu

**Subject Area and Catalog Number**: ISSS 3460-301 Life Span Development

**Year and Term:** Summer 2017

**Class Title**: Life Span Development

**Level:** Undergraduate

**Credit Type**: 3 hrs

**Class Description:**

Why we are, who we are? How do we adapt to changes and challenges in our environment. Study involves Millennials, Generation X, Generation Y, and Boomers. How is our development similar and different.  Investigates how "new" technology is impacting many areas of development and how new adaptations are occurring.  Studies the physical, social, psychological, and communication changes that are being made.  Are we now living in the age of the "App" generation?  How are computers and other technology changing genetic research, medical science, educational venues (online), and communication options?  How are these affecting human development?  What will the future bring and how will the world accommodate these changes? The course will stress interaction within the class with a format of lecture, forums, and outside projects.

**Required Text**: Papalia, D. E., Olds, S. W., and Feldman, R. D. *Human Development*

 **11th or 12th Editions**. New York: McGraw-Hill.

 The App Generation, Gardner & Davis, 2013

 Articles (noted in Collab Resources) will be posted prior to classes

**Learning Outcomes:**

* Become acquainted with the phases of human development during a life span
* Become aware of our own personal development , **Who We Are, Why We Are**
* Look at technology in the world today and its influence on individuals and society
* Compare and contrast the major theoretical viewpoints and research concerning different phases of human development: past, present, and future
* Identify development patterns pertaining to biological, cognitive, social, moral, and emotional phases within our lives
* Promote a better understanding of how all these factors influence your own development and the development of others.

**Assessment Components:**

**Attendance:**

 Attendance is considered an important part of this course. Students are expected to attend all classes in order to complete the course. If the student finds it necessary to miss a class, please let Dr. Repass know prior to class if possible, so that makeup can be done.

**Grading:**

 Grades will be issued as follows:

 Class participation, articles, discussion group/s 20%

 Personal journal, Parts 1 & 2 of development 15%

 Presentation on developmental theorists 20%

 Movie review 15%

 Paper on Life Span interest 20%

 Final Exam 10%

**Grading Scale:** 100 – 95 A

 94 – 90 A-

 89 – 88 B+

 87 – 85 B

 84 – 80 B-

 75 - 70 C

 65 - 70 D

 Below 65 F

**Plagiarism**

 The university is not tolerant of plagiarism; therefore, if the professor detects plagiarism has been done, direct steps will be done to correct the issue or discuss dropping the course.

**Delivery Mode:**

The classes will be live online (web-based). Lectures. forums, group and individual projects will make up the format of the course.

**Class Specific Information**

**Class Instruction and Activities:**

Class instruction will be through lecture, class presentations, discussion, forums, and other class participation.

**Course Assignments: Assignments will be posted each week in Collab Assignments. Dates and Projects for the semester are listed below:**

1. **Personal Journal : Why You Are, Who You Are**

Write a personal journal in a reflexive narrative (autobiographical) of your journey of development. The purpose is to apply course concepts and life/span developmental theories to the understanding of your own development, the phases/stages in which you have traveled, and the level of development you now see yourself. Think about three critical occurrences in your life which have influenced your development and who you are today. Use insightful explanations, well developed thought patterns, and useful examples. The first part will identity the major influences in your life. The second part will serve as a review and an expansion of your developmental patterns. There is no page requirement. First part, due 6/7. Second part, due 7/26.

**2. Presentation: Theorists that Make an Impact**

Several theorists will be discussed and studied that are important in the world of life span development. Choose a format (PowerPoint, video, etc.) that will make the class become aware of the theorist as a person and as a researcher. Particular emphasis should be given as to how their theory applies to life span past and/or present. You should also provide your personal opinions on the application and scope of this theory and encourage discussion and participation within the class. Presentations should be approximately 20-25 minutes. Choices will be made in the first class. A schedule of presentations will be posted.

3. **Discussion Group and Forums**

Groups will be formed to review topics that impact areas of interest and that influence who we are, our life span, and changes in society. No written material is required.

**4. Movie Review**

This will be a group assignment. Select a movie that follows a course of life span development. This assignment should follow the course of development as it relates to our studies and to theories that have been discussed. A discussion of the separate characters or theme aspects of the film will be done. There may be different interpretations within group members. The movie reviews will be 7/26. No written material is required, only discussion.

**5**. **Paper on a Life Span Development Issue/Interest**

Throughout the class, life span development issues will be discussed as to how they relate to an individual’s development and the influences that evolve. Examples of issues/interests are provided in the syllabus. You may choose one of those listed or check with the instructor as to the subject of interest to you that you may wish to research. Papers or projects should be 8-10 pages, double spaced, referenced. It is encouraged that you select a topic that is pertinent to you and your area of study. The subject of your paper or project is due 7/21 with finalized papers or projects due 8/2.

**6. Final Exam**

 The final exam will be a home/open book exam and will be distributed on 7/26. Exam will be returned on 8/2.

**Class Schedule:** Please see schedule in Collab menu under "Class Schedule"

**Communication & Student Response:**

Questions or other communication with Dr. Repass can be done via email:

 rrglobalco@aol.com or mr3ku@virginia.edu

 Telephone: 540-371-7350 home or 504-604-7746 cell

I will be available at through email or phone and will respond as soon as possible. We can also communicate through Collab.

**Resources:** Articles and special reading will be posted in Collab Resources

**Technical Specifications: Computer Hardware**

* Operating system: Microsoft Windows 8.1 (64-bit) or Mac OS X 10.10
* Minimum hard drive free space: 100GB, SSD recommended
* Minimum processor speed: Intel 4th Gen Core i5 or faster
* Minimum RAM: 8GB

**Technical Support Contacts**

* Login/Password: scpshelpdesk@virginia.edu
* UVaCollab: collab-support@virginia.edu
* BbCollaborate Support: <http://www.tinyurl.com/uvabbc>

**UVa Policies**

**SCPS Grading Policies:** Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F.  S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit [www.scps.virginia.edu/audience/students/grades](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.scps.virginia.edu%5Caudience%5Cstudents%5Cgrades) for more information.

**Attendance**: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

**University Email Policies:** Students are expected to check their official UVa email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**Mid-Term and End-of-Class Evaluations:** Students may be expected to participate in an online mid-term evaluation. Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

**University of Virginia Honor System:** All work should be pledged in the spirit of the Honor System at the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the student. For more information, visit [www.virginia.edu/honor](http://www.virginia.edu/honor).

**Special Needs:** It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC*:* 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements are available at[www.virginia.edu/studenthealth/sdac/sdac.html](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.virginia.edu%5Cstudenthealth%5Csdac%5Csdac.html)

For further policies and statements about student rights and responsibilities, please visit [www.scps.virginia.edu/audience/students](file:///C%3A%5CUsers%5Cjmp6y%5CDownloads%5Cwww.scps.virginia.edu%5Caudience%5Cstudents)