

***Lifespan Development**

***2025-2026 Syllabus**

Part 1: Course Information

Instructor Information

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Prerequisite

- Intro to Human Studies

Textbook & Course Materials

Required Text

- Lifespan Development, Sharleen L. Kato, ISBN: 978-1-61960-231-1

Recommended Texts & Other Readings or Resources

- Other readings will be provided as the semester progresses.

Course Requirements

- A gmail/google account will be required to submit class assignments.

Course Structure

Lifespan Development is a combination of lecture, individual, group, and lab activities. The course is very interactive and allows students to complete many hands-on activities to provide an effective, beneficial learning environment.

Part 2: Student Learning Outcomes

1. Foundations of Human Development

1.1 Human development theories: Compare and contrast the following theories of human development. Identify the researcher(s) credited with developing each theory and analyze the significance of their contributions to the field of human development: a.

Psychoanalytic theories b. Behavioral theories c. Humanistic theories d. Cognitive theories e. Ecological theory f. Sociocultural Theory g. Motivational theories h. Moral theories i. Emotional development/emotional intelligence theories

1.2 Human Growth and Development Topics: Research and summarize a topic related to human growth and development. Topics might include, but are not limited to: a.

Cross-cultural conceptions of intelligence b. Self-esteem c. Relationships d. Nature vs. nurture e. Temperament and personality f. Prenatal Development g. Brain/ Adverse Childhood Events (ACEs) h. Global or Community issues

2. Prenatal Development

2.1 Pre-Term Development: Outline the biological process and describe each stage of growth and development that occur from conception to delivery of a full-term infant.

2.2 Influence of Heredity and Environment on Infant Development: Analyze the role of heredity and environment in infant growth and development. Describe common risk factors during each stage of growth and development from conception to delivery of a full-term infant.

2.3 DNA and Heredity: Analyze the relationships among DNA, genes, genetics, and heredity. Use scientific principles and evidence to explain: a. The process of how traits are passed from parents to offspring. b. The most common chromosomal and gene-linked anomalies and the health implications associated with each.

2.4 Infertility Treatments: Compare and contrast the various fertility treatments and technology used to overcome male and female infertility. Discuss the ethical implications of using infertility treatments. Assisted reproductive technology (ART) methods can include but are not limited to: a. Intrauterine insemination b. Invitro fertilization c. Gestational carrier/surrogacy d. Ovum/Sperm donors

2.5 Labor and Delivery: Research the various types of labor and delivery. Describe what happens at each stage and complications that may arise. Investigate the treatments and medical testing the mother and newborn might undergo during the first few postpartum days.

3. Infancy

3.1 Infant Development: Research and outline the 5 Areas of Development that occur during infancy. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to: a. Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, b. Cognitive: reflexes, language acquisition, sensory development, play, Piaget c. Emotional-social: bonding, Erikson's psychosocial task, temperament vs. personality

3.2 Brain Development: Illustrate the parts of the human brain, detailing principle functions as they relate to physical and cognitive development. Draw conclusions about

the most important influences on and relationships among brain development, reasoning capacity, brain plasticity, and learning.

4. Toddlerhood

4.1 Toddler Development: Research and outline the 5 Areas of Development that occur during toddlerhood. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to: a. Physical: height and weight, body proportions, teeth, gross and fine motor skills, sleep patterns b. Cognitive: Sensory development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding relationships between people and things, moral development, symbolic play, imagination, Piaget's preoperational thought c. Emotional-Social: separation anxiety, independence, possessive phase, toilet training, Erikson's autonomy, self-concept, temper tantrums, regression, egocentric thinking.

5. Preschool

5.1 Preschool Development: Research and outline the 5 Areas of Development that occur in preschool. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to: a. Physical: height & weight, gross and fine motor skills, sleep patterns, b. Cognitive: sensory development, depth perception, language acquisition/vocabulary, moral development, symbolic play, imagination, Piaget's preoperational thought and centration, concept formation, and c. Emotional-Social: Erikson's initiative, jealousy, preschool socialization, friendships with other children, Freud's development of superego, cooperative play, fears.

6. School Age

6.1 School Age Development: Research and outline the 5 Areas of Development that occur during school age. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to: a. Physical: height and weight; improvement of hand-eye coordination; fine motor skills development; gender differences in motor skills; development of writing; strength acquisition; and endurance, sleep and rest requirements b. Cognitive: Piaget's stage, numbering classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learning c. Emotional-social: types of play, personality development, peer and sibling relationships.

7. Puberty and Adolescence

7.1 Adolescent Development: Research and outline the 5 Areas of Development that occur in puberty and adolescence. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to: a. Physical: rapid growth to cessation of growth, changes in height and weight b. Cognitive: experimentation and learning, Piaget's shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving c. Emotional-social: peer and romantic relationships, contraception, teen pregnancy, Erikson's search for identity, conflict with authority figures. Analyze components of a healthy and safe environment during adolescence.

8. Adulthood

8.1 Development in Early, Middle, and Late Adulthood: Research and outline the 5 Areas of Development that occur in each phase of adulthood; i.e., early, middle, and late. Analyze components of a healthy and safe environment and highlight steps for achieving optimum wellness during late adulthood. Examples of Areas of Development may include, but are not limited to: a. Physical: i. cessation of growth ii. peaking of physical functions and characteristics iii. decline of physical functions and characteristics, iv. increase in health risks due to genetic conditions or contraction of diseases b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities plateau of mental capabilities, reevaluation of life purpose and meaning, cognitive decline, long-term versus short-term, death and dying concepts c. Emotional-social: i. Erikson's intimacy, development of a professional and personal identity ii. Erikson's task (generativity), evaluating and redesigning career options iii. Erikson's ego integrity, changes in work and leisure

9. Final Project

9.1 Lifetime Change: Examine the nature of change over a lifetime using Havighurst's developmental tasks including personal milestones: a. The major periods of life outlined in the course b. Describe major developmental changes c. Key tasks associated with each period

- Students will complete seatwork as assigned.
- Students will participate in lab assignments as assigned.
- Students will make a 100 percent on safety tests given.

Part 3: Grading Policy

Late Work Policy

Work is due by assigned date given by instructor. Student work missed due to absences will be submitting within 3 days of days missed. Teacher discretion will be used with variations to this rule.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Grades will be posted to Aspen on a weekly basis.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

This can be modified, but must match the district scale.

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

Important note: For more information about grading at Channel Islands, visit the academic policies and grading section of the university catalog

Part 4: Course Policies

Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

- Attendance and participation in all classwork will impact grade.

Participate

Participation is required in seatwork, group work, and lab work for this course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect the student's grade.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the teacher deems it necessary. All incomplete course assignments must be completed within time frame determined by teacher.

Academic Dishonesty Policy

Cheating and dishonesty of any type will not be tolerated. A zero will be given if a student is caught cheating. Administrator involvement will occur if necessary. Student is expected to do his or her own work at all times throughout this class.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- Trying my best on the test
 - If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
 - The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
 - I will focus and put forth effort on the test .
- Being honest and not cheating
 - If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.