

## School of Health & Social Sciences

### PSY 205: Lifespan Developmental Psychology

3 Credits

Effective Date (01/01/2025)

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of APA resources.*

## Faculty & Contact Information

Primary Faculty: [Name, Highest Degree, & Registration]  
Email: [CityU Email Address]

Secondary Faculty: [Name, Highest Degree, & Registration]  
Email: [CityU Email Address]

## Course Description

This course provides an introduction to developmental psychology, exploring the psychological growth and changes that occur throughout the human lifespan. Key theories and research on cognitive, emotional, social, and physical development will be examined, with an emphasis on understanding how these developmental processes interact and influence each other.

## Course Resources

Berger, K. S. (2021). *Invitation to the life span* (5th ed.). Worth Publishers. (9781319423414).  
**Required.**

## Course Outcomes

This course will prepare students to:

CO 1: Synthesize key developmental theories (Cognitive Development in Childhood Paper).

CO 2: Analyze psychosocial factors in identity formation (Identity Formation in Adolescence Paper).

CO 3: Assess the role of meaning-making and emotions (Meaning, Relationships, and Emotions Presentation/Project).

CO 4: Evaluate the impact of relationships on development (Meaning, Relationships, and Emotions Presentation/Project).

## Course Assignments and Grading

The grades earned for the course will be derived using CityU's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Cognitive Development in Childhood Paper	30%
Identity Formation in Adolescence Paper	30%
Meaning, Relationships, and Emotions Presentation/Project	40%
<b>Total</b>	<b>100%</b>

## Course Assignment Details

### Cognitive Development in Childhood Paper

Students will write a research paper on Cognitive Development in Early Childhood, focusing on either Jean Piaget's stages of cognitive development or Lev Vygotsky's sociocultural theory. In this analysis, they will explore how cognitive growth occurs in children aged 3 to 7, emphasizing the role of interactions with the environment or caregivers in shaping cognitive abilities.

Students will critically evaluate the chosen theory, discussing its strengths and how it explains key aspects of cognitive development during this period. Additionally, they will identify limitations within the theory and propose alternative perspectives or approaches that might offer a more comprehensive understanding.

The paper should be 5 to 7 pages in length, double-spaced, and incorporate 3 to 5 academic sources. Two or more of these sources will be peer-reviewed articles from the past five years. All citations and references should adhere to APA format. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have paraphrased the content. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Grading Criteria	Grade %
Organization and Coherence	20 %
Evidence and Support	30 %
Analysis and use of Course Concepts	30 %
APA	20 %
<b>Total</b>	<b>100 %</b>

### Identity Formation in Adolescence Paper

Students will write a research paper using Erikson's stage of "Identity vs. Role Confusion" to explore the psychological, social, and cultural factors that influence identity formation during adolescence. The paper should address how factors such as social media, peer relationships, and family dynamics shape identity exploration and commitment. Students are encouraged to use case studies, interviews, or current research to examine how adolescents navigate this critical developmental stage. They may choose to focus on specific aspects of identity formation, such as gender identity, racial/ethnic identity, or another relevant area.

The paper should be 5 to 7 pages in length, double-spaced, and incorporate 3 to 5 academic sources. Two or more of these sources will be peer-reviewed articles from the past five years. All citations and references should adhere to APA format. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have paraphrased the content. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Grading Criteria	Grade %
Organization and Coherence	20 %
Evidence and Support	30 %
Analysis and use of Course Concepts	30 %
APA	20 %
<b>Total</b>	<b>100 %</b>

### **Meaning, Relationships, and Emotions Presentation/Project**

Working in small groups, students will research one of the following topics: 1) The Role of Intimacy and Relationships in Adulthood, analyzing how close relationships, such as marriage and friendships, support emotional and psychological growth in early adulthood; 2) Spirituality and Meaning-Making in Adulthood, exploring how spirituality, religion, or philosophy helps adults find purpose, especially in aging and mortality; 3) Aging and Emotional Regulation, examining how emotional regulation strategies evolve as adults age; or 4) an instructor-approved topic.

Students are encouraged to immerse themselves deeply in this research, exploring a range of presentation modalities including PowerPoint slides, spoken word poetry, dramatic skits, animation, monologues, videos, storytelling, music, dance, improv, collage, scrapbooking, storyboarding, sculpture, quilting, papier-mâché, mandalas, painting, drawing, puppetry etc. A minimum of 5 academic or culturally appropriate sources should be used, 2 or more of which must be peer-reviewed articles from the past five years. An APA-formatted reference list should be submitted to the instructor as part of the assignment. Students may work on this project during class time at the instructor's discretion.

<b>Grading Criteria</b>	<b>Grade %</b>
Organization and Coherence	20 %
Evidence and Support	30 %
Analysis and use of Course Concepts	30 %
Presentation	20 %
<b>Total</b>	<b>100 %</b>

### **Course Policies**

#### **Late Assignments**

Graduate students are expected to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, students should contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not usually considered valid reasons to receive extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties. The guideline for late penalties is a deduction of 1 percent per day from the overall grade for the first 10 days and 5 percent per day after 10 days. Instructors may vary these guidelines in response to the specific conditions and requirements of each course. In the absence of an alternative announced by the instructor, the default policy is the general guideline cited above. Assignments may be re-written only with the express consent of the Instructor and under exceptional circumstances.

#### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## University Policies

Students are responsible for understanding and adhering to all of CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle, its staff and its faculty are deeply committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as for the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. Any student who has experienced discrimination based on the above criteria is encouraged to report this to the University. Students may report an experience of discrimination to their course instructor. If they do not feel safe reporting to their instructor, students may report an experience of discrimination directly to the university Provost or the Vice President of Student Affairs.

CityU adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For more information visit [Title IX Policy and Contact Information](#).

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. Information on the prevention of discrimination, harassment and bullying can be found at [Canada's Respectful Workplace Policy](#).

### Religious Accommodations

CityU has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course)

using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and attend class regularly. Regular class attendance/contact is important in achieving learning outcomes in the course and correlates in many cases with participation. As such it may be a valid consideration in determining the final grade. At the beginning of each course, the instructor will inform students of the relevance of class attendance/contact to the final grade.

Attendance in this class is vital to learning the required course material and demonstrates professionalism and respect for fellow students and the instructor. All students are required to attend every class for the full duration of the class. Arriving late or leaving early will constitute an unexcused absence. It is expected that students who will not be attending or who will be arriving late notify the instructor before class starts.

Excused absences are limited to ILLNESS OR EMERGENCY. Absences related to illness may require verification from a medical doctor. All other absences will be considered unexcused.

In the event of inclement weather, students will be notified by a CityU representative and / or faculty of site closures. As student and faculty safety is a priority, students who feel that driving conditions are unsafe will be permitted an excused absence without penalty. Students are responsible for notifying the instructor before class starts that they will not be attending class due to inclement weather.

Students with more than 2 unexcused absences will be directed to meet with the local Program Director to discuss continued participation in the course. 3% of students' overall course grade will be deducted for each unexcused absence.

A complete copy of CityU's policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4571 or visit [Academic Accommodation Services](#). Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian Services](#), or access library resources and services online 24 hours a day, seven days a week.

### **Brainfuse Tutoring**

All students receive free, unlimited tutoring through Brainfuse. To gain access, click on the **Help** button from within your Brightspace class and select the **Brainfuse** link. Resources include live tutoring, a Writing Lab, expert Q & A, and the ability to create flashcards, online quizzes/games, study groups, video notes, and record tutoring sessions.

## PSY 205: Course Schedule

<b>Modules</b>	<b>Topics</b>	<b>Readings</b>
Module 1	The Science of Human Development	
Module 2	Cultural Influences on Development	
Module 3	From Conception to Birth	
Module 4	The First Two Years	
Module 5	Early Childhood	
Module 6	Middle Childhood	
Module 7	Adolescence	
Module 8	Adulthood	
Module 9	Elderhood	