

FYSM 1310 F : EMERGING ADULthood AND BEYOND

Instructor	Lisa Menard
Terms	Fall 2023 and Winter 2024
Course Delivery	In-person
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Office Location	TBA
Office Hours	TBA

COURSE DESCRIPTION/INSTRUCTOR'S STATEMENT

This course will introduce you to the field of Developmental Psychology, with a focus on psychosocial development from emerging adulthood (roughly ages 18-29) through late adulthood (75+ years). Psychosocial development is shaped by the social and cultural contexts in which we live, such as the COVID-19 pandemic. The pandemic forced us to be socially distant but also to acknowledge that to 'beat it,' we had to consider the well-being of everyone in society. This shared experience has laid bare examples of social injustice and inequities, as well as systemic racism, barriers, and discrimination that are present in Canada.

In this course, we will discuss lifespan development while taking into consideration the social and cultural contexts that influence our lives and the greater society, for example: How have you coped and become more resilient over the past three years? What changes have you made to your goals and how to best achieve them?

In the Fall term, we explore emerging adulthood and the challenges and opportunities associated with 'coming of age,' including identity development, changing relationships with family and friends, as well as the transition to university. In the Winter term, we focus on the transition to work and career, the formation of committed romantic relationships, and explore the 'secrets' of successful aging into the elder years. Throughout the course, you will have opportunities to reflect on your own development, including identity development and career aspirations. Who you are, who you hope to become, what issues most concern you, and who you care about? These are all factors that influence the development of a cohesive sense of identity.

The course will also introduce you to:

- university life (e.g., support services and social organizations)

- required academic research and writing skills such as, critically reading, evaluating, analyzing, and writing academic texts and papers
- communication skills required to work effectively in groups and interact with others in a variety of settings and situations
- creating and giving presentations; providing and receiving constructive peer feedback
- more general life skills such as time management, connecting with campus life, and work/life balance.

EVALUATION

Evaluation will be based on several components including participation in the class (e.g., verbal participation, completion of low stakes exercises and activities, attendance; being prepared for class), written assignments throughout the course (e.g., annotated bibliography), group work, and presentations (PPTs, videos, infographics). The assessment for each term contributes 50% of the final course grade.

TEXT

All assigned readings will be available on the course Brightspace site. There is no required textbook for this course however, for a general reference guide to lifespan development, students can freely download the following Open Education Resource (OER) textbook from the College of Lake County (Illinois, USA):

Lifespan Development: A Psychological Perspective, Second Edition (Lally & Valentine-French, 2019). This textbook can be found at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>