

South Plains College
Common Course Syllabus: PSYC 2314
Revised 08/2021
Fall 2021

Department: Behavioral Sciences

Discipline: Psychology

Course Number: PSYC 2314

Course Title: Lifespan Growth and Development

Available Formats: conventional and online

Campuses: Levelland, Reese, Plainview, Lubbock Center, Online, and Online Dual-Credit

Course Description: Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Prerequisite: TSI reading compliance for Online

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook: *Lifespan Development: A Psychological Perspective*, Lally, M. & Valentine-French, S. (2017). This textbook can be accessed for free at the following web address: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

This course partially satisfies a Core Curriculum Requirement: Social and Behavioral Science Foundational Component Area (080)

Core Curriculum Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Empirical and quantitative competency skills**—to manipulate and analyze numerical data or observable facts resulting in informed conclusions
- **Social Responsibility**—to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes: Students who have successfully completed this course are expected to be able to:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Student Learning Outcomes Assessment: Marcie Miller is the faculty member who is responsible for the assessment of the student learning outcomes. She will be sending a list of which SLOs will be assessed for each semester. There are 7 outcomes and these are rotated. Mrs. Miller is also the person responsible for entry of the data into Task Stream for documentation.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance. However, all courses will have multiple exams and written work that is designated by the instructor of record.

COVID Statement: If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEttE Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Diversity Statement: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disability Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services

Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

SPC Bookstore Price Match Guarantee Policy:

If you find a lower price on a textbook, the South Plains College bookstore will match that price. The difference will be given to the student on a bookstore gift certificate! The gift certificate can be spent on anything in the store.

If students have already purchased textbooks and then find a better price later, the South Plains College bookstore will price match through the first week of the semester. The student must have a copy of the receipt and the book has to be in stock at the competition at the time of the price match.

The South Plains College bookstore will happily price match BN.com & books on Amazon noted as *ships from and sold by Amazon.com*. Online marketplaces such as *Other Sellers* on Amazon, Amazon's Warehouse Deals, *fulfilled by Amazon*, BN.com Marketplace, and peer-to-peer pricing are not eligible. They will price match the exact

textbook, in the same edition and format, including all accompanying materials, like workbooks and CDs. A textbook is only eligible for price match if it is in stock on a competitor's website at time of the price match request. Additional membership discounts and offers cannot be applied to the student's refund. Price matching is only available on in-store purchases. Digital books, access codes sold via publisher sites, rentals and special orders are not eligible. Only one price match per title per customer is allowed.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester

Instructor's Course Information:

Dr. Harris (LEVELLAND AD152/REESE 405F)

Course Information: PSYC 2314 – 001

Monday and Wednesday: 9:30am-10:45am, ADMIN 150

Office Hours: M&W: 12:30pm-3:30pm in Levelland (ADMIN 152)
TH: 2:00pm-4:00pm at Reese (Virtual (Collaborate)/405F)
F: By Appointment

Email Address: jharris@southplainscollege.edu

Textbook: Lifespan Development: A Psychological Perspective by M Lally and S Valentine-French. This is an OER (open resources) textbook that is available on Blackboard at no cost to the student.

CLASS FORMAT: For the Fall 2021 semester, given the current pandemic, this course will be taught in a “flex” format. Essentially, each student will have the opportunity to decide FOR EACH DAY THE CLASS MEETS, how they would like to attend. **The three options for attending class are the following:**

1. Students can attend class in-person, in the designated classroom. Students who choose this option will be encouraged to wear a mask throughout the class and to socially distance from other students. Students are **STRONGLY DISCOURAGED** to attend class if they are feeling ill, especially if they are showing symptoms related to COVID. Participation points will be awarded to students who attend class using this option.
2. Students may attend class through Blackboard Collaborate AT THE SAME TIME as students attending in person. The lecture will be happening live on Blackboard for those students who choose to join online. Participation points will be awarded to students who attend class using this option.
3. Students may choose to watch a recording of the live lecture at a time other than the scheduled meeting time. Videos of the lecture will be made available the morning following the live lecture, and can be found in the Blackboard folder marked “LECTURE RECORDINGS”. Each video lecture will be accessible for 2 weeks after it has been posted for students to watch and take a short quiz on. The quiz points will replace the lost participation points for not attending lecture live.
4. **Additionally – this class will only meet in person 1 day per week (Thursday). The remainder of the courses work will be completed through weekly online assignments on Blackboard.**

ALL EXAMS WILL BE COMPLETED ONLINE THROUGH BLACKBOARD.

On scheduled exams days, there will be no in-person class held. Students can choose to take the exam from any location where they are able to access a computer. The exams will be available in Blackboard for a specific amount of time, they will be timed, once a student opens the exam they will not be able to close their browser until the exam is complete. The exam questions will be randomized so that no 2 students will take the same exam.

Student Conduct: The student handbook clearly defines appropriate classroom conduct. A student can be asked to leave the class for inappropriate conduct. You should not disrupt the class since you interfere with the learning process for your peers. Talking, sleeping, cell phones ringing, or other disruptive behaviors will result in a warning and then can result in the student being dropped from the class. If you must have a phone for sick children or emergency reasons, please put the phone on vibrate because a ringing/singing phone is very disruptive to the class.

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Late Work and Missed Assignments: Work is due on the dates assigned and cannot be made up if missed. Assignments are due on the date assigned and there is a late penalty for each day the work is late.

Appeal Process: The process of appeal is outlined in the college catalog. Basically you would need to talk to the instructor, the department chair, and then the dean if the problem is not resolved. Be sure to always start with your instructor.

Diversity Statement: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Equal Opportunity: South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all opportunities without regard to race, color, national origin, religion, gender, disability or age. In addition, this instructor will not tolerate remarks nor gestures that can be construed to be sexist, racist, heterosexist or in any way disparaging to another person in this classroom.

ADA Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

Writing Style: All written assignments should be presented using the conventions of Standard Written English. South Plains College requires all students to become proficient in "academic English," a form of English that is typically used in academic, professional, and business contexts. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. Writing instructors and professors in courses across the campus expect all students to demonstrate proficiency in using the conventions of academic English in their written work, whether it is in-class exams or take-home essays.

Grading Policy/Procedure: Your grade will be based upon a percentage of the total points with (900-1000 points) 90%=A; (800-899 points) 80%=B; (700-799 points) 70%=C; (600-699 points) 60%=D; (<599 points) 59% and below = F.

	POINTS POSSIBLE	POINTS EARNED
EXAM 1	200	
EXAM 2	200	
EXAM 3	200	
WEEKLY PARTICIPATION ASSIGNMENTS	200	
WRITING ASSIGNMENT	50	
END OF SEMESTER PROJECT	150	
TOTAL	1000	

Special Requirements: If you miss an exam, you cannot make it up, but there will be an optional CUMULATIVE final exam available which can be used to replace either your lowest score or an exam you missed. If you miss more than two exams, you will be asked to drop the class.

Projects/Assignments:

Writing Assignment (50 Points):

A topic will be presented related to development which impacts our society currently. For example, a discussion paper might be introduced asking you to explore the impact on 1st graders who had to attend school virtually during the pandemic. Additional instructions and a rubric will be provided before the 8th week of class. The paper will need to follow APA writing guidelines. For more information about APA writing style, please consult:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

End of the semester project (150 Points): (choose one option)

1. Choose one the following Erikson stages (Adolescence, Young Adulthood, or Middle Adulthood) and interview someone who has passed that particular stage. For example, interview your 45 year-old mother about the Young Adulthood stage. Explain to your interviewee the specific crisis associated with the stage and then ask for an example of how your interviewee experienced this crisis. Emphasize to your interviewee to only provide examples they feel comfortable sharing and inform them the experience will be read by your instructor. After the interview, provide a brief summary of the interview including your interviewee's response as well as your reaction to the experience.

OR

2. This option will focus on an area of assessment (for example, Red Flags for ...) pertaining to early childhood development and create a Fact Sheet, Poster, or Brochure for the community (child care providers, parents, etc.). The document should appear professionally useful and be informative, visually appealing, and appropriate for the intended audience. This should contain specific information about the topic, early signs or "red flags," and community resources for further assessment and intervention. As part of the preparation of this document, you will be required to incorporate information on your topic from 3 sources and provide a brief bibliography to turn in.

DATE	TOPIC	EXAM/ASSIGNMENT	RECOMMENDED READING
09/02	WELCOME/ERIKSON		
09/09	INTRO TO LIFESPAN		CHAPTER 1
09/16	PRENANTAL DEVELOPMENT/BIRTH		CHAPTER 2
09/23	INFANCY		CHAPTER 3
09/30		EXAM 1	
10/07	TODDLERHOOD		CHAPTER 4
10/14	EARLY CHILDHOOD		CHAPTER 5
10/21	ADOLESCENCE		CHAPTER 6
10/28		EXAM 2	
11/04	EMERGING ADULthood		CHAPTER 7
11/11	MIDDLE ADULthood		CHAPTER 8
11/18	LATE ADULthood		CHAPTER 9
11/25		THANKSGIVING BREAK	
12/02	END OF LIFE		CHAPTER 10
12/09		EXAM 3	
12/15		END OF SEMESTER PROJECT DUE BY MIDNIGHT	
12/13-12/16	FINALS WEEK (FINAL OPTIONAL)		