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, 4th Ed.,* Lally, M. & Valentine-French, S. (2022). This textbook can be accessed for free at the following web address: n

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: Dr. Andrea McCourt 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. Dr. McCourt 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.

Attendance Policy: Individual instructors will create an attendance policy that is consistent with the "Class Attendance" policies stated in the *SPC General Catalog*: *Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.*
When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

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, Lubbock Centers (located at the Lubbock Downtown Center) 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 Health and Wellness Center. 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 Health and Wellness Center at 806-716-2529 or email dburleson@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.

Health & Safety: If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or test 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. Proof of a positive test is required. A home test is sufficient but students must submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at dedens@southplainscollege.edu. A student is clear to return to class without further assessment from DeEtte Edens, BSN, RN if they have completed the 5-day isolation period, symptoms have improved, and they are without fever for 24 hours without the use of fever-reducing medication. Students must communicate with DeEtte Edens, BSN, RN prior to their return date if still symptomatic at the end of the 5-day isolation.

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.

<h1 style="text-align:center">Instructor's Course Information: PSYC 2314.152 – Summer I 2023</h1>

PSYC 2314, Lifespan Growth & Development: a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

Instructor: M. Miller, MA, Associate Professor of Psychology

Instructor Office: SS117, Student Services Building, Levelland Campus, 806-716-2967

I am available by appointment only. If I miss your call, please leave

a message with your name, what course you're in, purpose for

calling, and return phone number.

Email Address: mamiller@southplainscollege.edu

Blackboard: This is an online course and will be conducted completely on Blackboard (southplainscollege.blackboard.com). All assignments coursework must be submitted in Blackboard. You may contact me using Course Messages in Blackboard.

Textbook Information: *Lifespan Development: A Psychological Perspective* is an Open Educational Resource funded by a grant from the College of Lake County Foundation. It is available for free online or in a PDF. You can access it by going to https://dept.clcillinois.edu/psy/LifespanDevelopment_08092022.pdf

Instructor's Course Policies:

Attendance & Drop Policy: Attendance will be taken based on coursework submission (i.e., discussions, exams, assignments). Logging into Blackboard does not constitute attendance. A student who does not complete a minimum of one piece of coursework by the 4th class day may be dropped from the course for nonattendance. A student who fails to submit any 3 coursework items by the appropriate deadlines during the semester may be dropped with a grade of 'X' for the course. Students who wish to withdraw/drop the course after the 4th class day must submit the Student Initiated Drop Form to the Office of Admissions and Records.

Technology Policy: Blackboard is the learning management system used to deliver this course (http://southplainscollege.blackboard.com). *It is essential that you have reliable access to the Internet, appropriate devices/software, and a working knowledge of Blackboard*. You should always have a backup plan in place should you encounter computer or internet problems. There are open computer labs available to all enrolled SPC students on all campuses. It is also the student's responsibility to have the required computer skills to complete this course. More information about online courses is available when you login to southplainscollege.blackboard.com by expanding the "On Demand Help" area. Should you encounter technical difficulties contact your instructor immediately as well as **SPC technical support at blackboard@southplainscollege.edu** or call (806) 894-9611, ext. 2180. Be sure to

include your full name, course number, section number and a number where you can be reached when contacting technical support. *Not knowing how something works or having personal computer or Internet difficulties will not suffice as an excuse for missed deadlines and will not constitute extensions or do-overs.*

Communication: You are expected to frequently check your SPC email, Course Messages, and Blackboard Announcements. Your instructor will check SPC email & Course Messages each business day and will respond to communication within 1 business day.

Student Conduct & Online Behavior: In conjunction with the Student Conduct policy stated in the Common Course Syllabus, one must uphold proper and respectful communication with the instructor and fellow classmates at all times. All interactions will remain civil just as they would in a traditional classroom. Repeated violations of this policy may result in the student being dropped from the course.

Written Work: All written work 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. This will relate to **any** written work done in the course.

Late work: Late work is not accepted in this course. All deadlines are provided on the Course Calendar document. All coursework must be submitted by the deadlines on the calendar to receive credit.

It is best to plan ahead and not wait until the last minute to submit any coursework. Most coursework can be submitted early, so take advantage and don't get stuck. However, in the event that you miss deadlines there are two options available:

1. **Discussions:** On a Discussion you may use what I call a "Freebie," which means you will automatically receive full credit on that specific discussion (includes thread & replies). **You can only do this once during the session**, so use it wisely. To use this option, you will message your instructor **using Blackboard Course Mail within one week after** the discussion reply deadline, state that you would like to use your Freebie, and specifically state the discussion to which you would like it applied (e.g., "Dear Professor Miller, I would like to use my Freebie on the Discussion: Infancy through Early Childhood. Thank you so much and have a great day! Sincerely, <your name>"). This doesn't happen automatically; no course mail, no credit, it's all on you. This option **cannot** be used on an exam or project, no exceptions.
2. **Exams:** If you miss a deadline on an exam (or have technology issues, etc.), keep in mind that there will be an optional comprehensive final exam at the end of the course. Late exams and make up exams are not permitted for any reason, but if you take optional comprehensive final exam, the score can replace your lowest exam score. (See 'Exams' policy for more information).

Academic Integrity: In addition to the Plagiarism and Cheating policy in the Common Course Syllabus, it should be understood that students found guilty of cheating or plagiarism will earn a zero on the work in question for the first offense and will be dropped from the course with an 'F'

should a second offense occur. Any amount of dishonesty is subject to these consequences, whether a lot or a little; this can include but is not limited to one copied sentence in an essay, a missing or incorrect citation, an entire paper copied from someone/somewhere/something else (including AI generated content), one plagiarized idea or post on a discussion board, one copied exam item or an exam, other coursework completed by someone other than yourself, or dishonestly using Internet searches and sites to complete your work. You have also committed academic dishonesty when sharing course content, assignments, items, or answers. This includes sharing course content with classmates or future students as well as sharing or posting course content on websites such as Quizlet, Course Hero, or similar "study applications." The information and assignments in this course are proprietary and are not yours to share. For further information and examples please see the Catalog, Student Guide, or refer to www.plagiarism.org

Grading Policy & Method of Evaluation:

All grades and feedback on coursework will be delivered in Blackboard. You will find these posted in the My Grades area of our Blackboard course.

It is possible to earn up to 710 points in this course. At the end of the semester, all points earned by you this semester will be added up for a grand point total. Your Point Total will determine your final letter grade by using the following scale/point ranges:

A= 636 - 710 points
B= 565 - 635 points
C= 494 - 564 points
D= 423 - 493 points
F= 0 - 422 points

Syllabus Assignment (5 points) & Discussion: Introductions (5 points): During the Week 1 of the session, you will complete a *Syllabus Assignment* and a discussion titled *Discussion: Introductions.* The Syllabus Assignment is designed to orient you with the course, the syllabus, and the course calendar, as well as the Assignment tool in Blackboard. The Discussion: Introductions is designed to familiarize you with the minimum requirements for future discussions, as well as the Discussion tool in Blackboard. Specific instructions and deadlines can be found on the Course Calendar.

Discussions (4 Discussions, 25 points each): Each week you will be required to engage in a discussion related to course material. You will be given a prompt with a topic and specific instructions for how the discussion should be conducted. For each discussion, you will first post a **thread**, which will contain an original response to the prompt (you will not be able to see the posts of other students until you post a thread). Once you have posted your thread, you are to **reply** to a minimum of 2 threads on the discussion board. See the Course Calendar for specific posting deadlines; keep in mind that threads and replies will have different deadlines.

The primary goal for this portion of the course is to discuss what you are learning and how it applies to various situations. Treat this as you would any other written assignment; it is an opportunity to demonstrate your ability to understand the assigned topics. Therefore, you will be evaluated based

on your ability to post useful, meaningful, and valuable information that demonstrates your understanding of the course material. Below are some tips to help you be success on discussions:
- You should avoid showing little originality or thought in your posts. Remember that these should demonstrate that you understand what you're learning in class. Each post should add a new idea, perspective, example, or explanation of the content.
- You should avoid repeating yourself or someone else. If you repeat yourself or others in postings you will not receive full credit as this shows nothing about your own understanding.
- You should avoid simply agreeing with and praising others. Stating "I agree" or "I love the way you said that" (or any similar comment) is not detailed or complex enough to earn points. You'll need to add more.
- You should avoid using poor spelling grammar, capitalization, and punctuation. Keep in mind that a discussion is essentially a written assignment, which means that spelling, grammar, and proper writing will be factored in to your score.

Lifespan Project (100 points): Over the course of the session you will be building an essay, which we will refer to as your Lifespan Project. The objective of the essay is to compare and contrast two periods of the lifespan. This will include selecting two periods of the lifespan, summarizing the development that occurs in each period, and identifying ways in which these two periods of the lifespan are both similar and different.

You will submit individual pieces of this essay each week and in the end, you will submit your final essay. The breakdown of each piece is as follows:
Week 2: Selection of Periods of Lifespan for Compare/Contrast – 10 points
Week 3: Summary of Period of Lifespan 1 – 20 points
Week 4: Summary of Period of Lifespan 2 – 20 points
Week 5: Submission of Lifespan Project Essay – 50 points

This project is designed to assess your ability to understand and explain concepts related to lifespan development and accurately communicate your understanding. Your final Lifespan Project should be in traditional essay format (i.e., an introductory paragraph, body paragraphs, a conclusion paragraph, complete sentences, proper grammar/spelling/capitalization that follow the guidelines of Standard Written English, citing sources). More specific instructions & information about evaluation will be given in your Blackboard course and deadlines can be found on the Course Calendar.

Exams (4 exams, 125 points each): This session you will take 4 exams. The exams will be taken in Blackboard and will contain 50 multiple choice/true false questions and 1 short answer question (approximately 50 words minimum) over the assigned chapters. You will be provided with materials to help you prepare for each exam and it is in your best interest to read all related chapters and spend time preparing. The exams are timed (1 hour), so be sure you are ready to complete the exam in one sitting before you begin an exam.
- **Optional Comprehensive Final Exam:** At the end of the term you will have the option to take a comprehensive final exam. This exam will contain 125 multiple choice questions over every chapter covered in the course. This exam grade can replace your lowest score on any previous exam. If your lowest score is on the comprehensive exam, your previous 4 exam scores will remain the same and the Optional Comprehensive Final Exam will not factor into

your final grade. If you do not take this exam at all, it will not factor into your final grade and your previous 4 exam scores will stay the same.

Course Calendar: PSYC 2314 Sections 152s - Summer I 2023

Each week it is in your best interest to read the assigned chapters on your own. Take detailed notes and use the practice quizzes to check your understanding. Each week: read, study, review supplemental materials, complete work!

Item of Work	Deadline: **MIDNIGHT (11:59PM)**
Week 1: Welcome to the Course	
Syllabus Assignment	6/8/2023 (Thursday)
Discussion: Introductions (1 Thread Post & 2 Reply Posts)	6/8/2023 (Thursday)
Week 2: Chapters 1-2	
Discussion: Nature, Nurture, and Beyond (Note: 2 discussion deadlines ↓)	
Thread Post	6/12/2023 (Monday)
Replies (2)	6/14/2023 (Wednesday)
Lifespan Project: Selection of Periods of the Lifespan	6/14/2023 (Wednesday)
Exam 1: Chapters 1-2	6/15/2023 (Thursday)
Week 3: Chapters 3-5	
Discussion: Infancy through Early Childhood (Note: 2 discussion deadlines ↓)	
Thread Post	6/19/2023 (Monday)
Replies (2)	6/21/2023 (Wednesday)
Lifespan Project: Summary of Period of Lifespan 1	6/21/2023 (Wednesday)
Exam 2: Chapters 3-5	6/22/2023 (Thursday)
Week 4: Chapters 6-7	
Discussion: Middle Childhood through Early Adulthood (Note: 2 discussion deadlines ↓)	
Thread Post	6/26/2023 (Monday)
Replies (2)	6/28/2023 (Wednesday)
Lifespan Project: Summary of Period of Lifespan 2	6/28/2023 (Wednesday)
Exam 3: Chapters 6-7	6/29/2023 (Thursday)
Week 5: Chapters 8-10	
Discussion: Late Adulthood through End of Life (Note: 2 discussion deadlines ↓)	
Thread Post	7/3/2023 (Monday)
Replies (2)	7/5/2023 (Wednesday)
Lifespan Project: Essay	7/5/2023 (Wednesday)
Exam 4: Chapters 8-10	7/6/2023 (Thursday)
Optional Comprehensive Final Exam (replaces lowest exam score)	7/7/2023 (Friday)

Note: You are strongly encouraged to develop a system for keeping up with these deadlines. This might include printing out this document and hanging it up. Other options include writing deadlines in your own planner/calendar, adding reminders in your phone or on other devices, or adding reminders/deadlines to the Blackboard calendar on your own.