

PSYC 2314 LIFESPAN GROWTH AND DEVELOPMENT - INMON

SPC Common Course Syllabus for PSYC 2314 Lifespan Growth and Development

Department: Behavioral Sciences

Discipline: Psychology

Course Number: PSYC 2314

Course Name: Lifespan Growth and Development

Credit: 3 Lecture: 3 Lab: 0

Satisfies a core curriculum requirement? Yes, Behavioral or Social Science

Prerequisites: TSI reading compliance for INET

Available Formats: Conventional (Face-to-Face); INET

Campuses: Levelland, Reese, ATC, Plainview, INET

Textbook: *Experience Human Development*, 13th edition. Papalia and Martorell, McGraw-Hill, 2015
(Some instructors require Connect access code; See Instructor's Course Information)

Course Description: This course is a study of the relationship of the physical, emotional, social, and mental factors of growth and development of children and adults throughout the lifespan.

Course Purpose: The purpose of this course is to introduce students to the major theories and concepts in life span development including the physical, cognitive, and psychosocial changes that occur from conception till death.

Course Requirements: To maximize the potential to successfully complete this course, the student should attend all class meetings, complete all homework assignments in a timely manner, and complete all examinations including the final exam. Internet courses require the work to be completed in specific time periods.

Course Evaluation: Please see the instructor's course information sheet for specific items used in evaluating student performance.

Course Specific Instructions: Included with this syllabus; for copies go to your course on Blackboard.

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Student Learning Outcomes:

Students who have successfully completed this course will be expected 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.

Core Objectives addressed:

- **Communication 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 skills-** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Social Responsibility-** to include the demonstrated intercultural knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Coordinating Board Approval Number (CIP) 42.2703.51 25

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Relevant SPC Policies & Procedures

Attendance Policy: 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. See Instructor's Course Information for additions to the attendance policy. (See Catalog)

Academic Integrity: The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. This policy relates to all forms of cheating and plagiarism. See Instructor's Course Information for additions to the academic integrity policy.

Student Conduct: A high standard of conduct is expected of all students. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. Any student who fails to perform according to expected standards may be asked to withdraw. Failure to comply with lawful direction of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class may result in the student being dropped from that course (See Catalog/Student Guide for full policy). See Instructor's Course Information for additional policies related to student conduct.

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Academic Appeals: The Vice President for Student Affairs is the South Plains College Title IX Coordinator and is designated to formally investigate student grievances, address inquiries and coordinate the College's compliance efforts regarding student complaints and grievances. Whenever possible and safe, the problem or complaint should first be discussed with the individual involved in the complaint. If satisfactory resolution is not reached after discussion with the individual, the student should contact the individual's direct supervisor to attempt to resolve the complaint. If these efforts are unsuccessful, the formal grievance process may be initiated. The College does not require a student to contact the person involved or that person's supervisor if doing so is impracticable, or if the student believes that the conduct cannot be effectively addressed through informal means (See Catalog/Student Guide for full definitions and policy).

Disability Services: 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.

Diversity & Equal Rights: 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 of Student Affairs.

All students are entitled to equal rights under the affirmative action and equal opportunity laws. Students are also protected against unjust or biased academic evaluation, but at the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. (See Catalog/Student Guide for full definitions and policies)

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Semester: SUMMER 1, 2017

Course Title: PSYC 2314 Lifespan Growth and Development
Meeting time: Section .001 MTWR 10:00 a.m. to 11:55 a.m.

Location: AD 155
Instructor: Robyn Inmon
Office: AD135
Email: rinmon@southplainscollege.edu

Text: *Experience Human Development*, 13th ed., Papalia and Martorell, McGraw-Hill Publishing, 2015.

Office Hours: MTWR: 1:00 p.m. to 2:00 p.m.

Final Exam: Section .001 Tuesday, June 11, 2017 @ 10:00 a.m.

Academic Integrity - See SPC General Catalog, page 22

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating.

Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of fellow student, is guilty of plagiarism.

Guidelines for Classroom Behavior

I would like to welcome all students into an environment that creates a sense of community, pride, courtesy and respect; we are all here to work cooperatively and to learn together.

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In order to create a smooth and harmonious learning community, please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the class unless you have informed the instructor that you must leave early. There may be a time when you are unavoidably late for class. In that case, please come into the room **quietly** and choose a seat **closest** to the entrance. Please see me after class to record your attendance; otherwise you will be marked absent.

Once the class session has begun, please do not leave the room and then re-enter unless it is an emergency. If you miss a class meeting for any reason, you are responsible for all material covered, for announcements made in your absence, and for acquiring any materials that may have been distributed in class.

It is important that we are all able to stay focused on the class lecture/discussion and not have disruptive behaviors in the class. For this reason, only one person at a time in the class should be speaking. Side conversations are distracting for surrounding students and for me. Also, it is very rude to read papers, sleep or work on assignments for other classes in this class. If you feel the need to do any of these things you may leave and return the next class. For additional information on student misconduct refer to pages 13 - 18 of the *Student Guide*. Failure to abide by policies may result in expulsion from the class and an "F" for the semester. As you can see, simple norms of courtesy should be sufficient to have our class run in the best interests of all of us. Thank you in advance for your cooperation.

Cell Phones and other Electronic Devices

Cellular phones and other electronic devices should be set in a manner that will not cause disruption in the classroom (either off or silenced) and out of the sight of the instructor. Students using cell phones during class will be asked to leave the classroom for the day and an absence will be recorded in the grade book. The use of any electronic device during an exam will result in immediate expulsion from the class and a grade of zero (0) will be given for the exam. Tape recorders are allowed for recording class lecture.

Attendance

You are expected to attend class each time it meets. Regular attendance is to your advantage, as test questions will include information from the lecture, class discussion and other material presented in class. Roll will be taken at the beginning of each class session and a record of attendance maintained. If you arrive to class after the roll has been taken, you will need to sign it at the end of class. If you do not sign-the roll, you will be considered absent for that class.

Students will be allowed **three** absences for the Spring 2016 semester. Upon the fourth absence, a student *may* be dropped from the course for excessive absences. Any student who misses four *consecutive* classes will automatically be dropped from the course.

Tardiness: Being late does not constitute being absent but it is very disruptive and rude to come to class late, so allow enough time in your schedule to arrive a few minutes early to class. If you do arrive late, quietly take a seat closest to the entrance. Two tardies will count as one absence.

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Grading Policy:

1) Exams (400 pts./60%)

There will be 4 exams consisting of questions which will be taken from the lecture, your notes from Blackboard plus any additional notes you add, and videos. Consult your Course Schedule for information on when each exam will be due and the chapters each will cover.

Students should make every effort to take each exam on the scheduled date. Students who miss a scheduled exam can make it up after taking their final exam in **May**. A student will be allowed to make-up only **one** missed exam. Failure to take a second exam on the scheduled date will result in a zero (0) for that exam. Failure to take an exam on the scheduled date for a third time will result in the student being administratively dropped from the course.

All electronic devices will be turned off and put out of sight during exams. Any violation of this rule will result in a zero (0) for that exam. No hats, caps, or any type of headwear (including earphones) will be allowed during an exam.

2) LearnSmart (150 pts./22%)

LearnSmart is an adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge for greater success. Students will answer a series of adaptive questions, intelligently pinpointing concepts the student does not understand and the program will map out a personalized study plan for each individual student. A LearnSmart assignment is provided for each of the 19 chapters from the textbook. Students will be required to complete 15 of the assignments, for a total of 150 points.

3) Written Assignment (120 pts./18%)

For the written component, you will participate in discussions with your classmates on Blackboard. There are four discussions worth 30 points each. More information regarding discussions is provided on the next page.

Grading Scale

603 pts.	to 670 pts. =	A	(90.00% - 100.00%)
536 pts.	to 602 pts.=	B	(80.00% - 89.99%)
469 pts.	to 535 pts.=	C	(70.00% - 79.99%)
402 pts.	to 468 pts.=	D	(60.00% - 69.99%)
0 pts .	to 401 pts.=	F	(0% - 59.99%)

DISCUSSIONS These are written assignments submitted through Blackboard that all students in the course will read. There are two parts to the discussions: for all discussion assignments you will post *at least a 250 word post* on a particular topic AND respond with *at least a 250 word response* to one post by a fellow student. You will not be given credit for postings that do not meet the minimum requirement for length. In your response post, *do not just repeat what was stated in the original post*. Add to what was previously stated with more information, your opinion or experience, or something meaningful, showing that you have thought about the topic. Sentences like “I agree with this,” or “That is interesting,” will not be counted toward the 250 word requirement.

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To help you do the best you can, I am giving you a grading rubric for the discussion postings and replies:

- **Posts:**
 - An **11-15 point post** has: thoughtful commentary that specifically includes references and/or discussion to the reading, video or other material; personal experience when relevant; introduces new ideas and questions; and/or thoroughly addresses the topic; includes at least the minimum number of words.
 - A **5-10 point post** has: reference to some type of course material; some personal reference but may not clearly connect to the course material or topic; did not thoroughly address the topic; includes at least the minimum number words.
 - A **0-4 point post** has: incorrect or partial posts; no reference to relevant material; irrelevant ideas; does not meet the minimum number of words; is repetitious; no post.
- **Replies:**
 - An **11-15 point reply** is a reply that: explicitly references ideas in the post; gives personal commentary in a constructive way; may correct an incorrect posting in a respectful way; elaborates on the ideas and questions posed in the original post; reflects a good understanding of the course material; and/or brings up course material that the original post did not include but was relevant; includes at least 150 words.
 - A **5-10 point reply** is a reply that: briefly elaborates on the ideas and questions posed in the original post; is a personal response that may or may not clearly tie to the original post but is somewhat relevant; repeated too much of original post; includes at least 150 words.
 - A **0-4 point reply** is a reply that: includes brief encouragement; is a statement of agreement or disagreement; is an unclear or offensive response; does not meet the minimum number of words; no reply.

Points will also be taken off for incorrect spelling, punctuation, capitalization, and grammar. Do not write like you do when texting or messaging. You need to use correct Standard English in all of your writing.

Online and Message Board Netiquette

Some of you may have participated in on-line discussion boards before and some of you may not have. The following are expectations of students in this course for posting on the discussion board. I encourage each of you to familiarize yourself with the instructions and these expectations. The points available for you to earn on the discussion board are a major part of your grade and I know that all points are valuable to you. Please let me know if you have any questions.

Read Before Participating. Read the syllabus so that you understand the instructions and grading rubric for the discussion board. Also, read about the theorists and other information provided on Blackboard and watch the videos (where available) before completing posting so that you have an understanding of the material. I will be most impressed with individuals who can incorporate course materials into their posts. This is a part of the grading requirement and also a key skill you should leave college with is the ability to support your positions; this online forum is an appropriate place to hone this skill. Refer to readings and course notes to support your points.

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1. Communicate Clearly. Write clearly when you compose a message. Review your message carefully before clicking **Submit**. Typos can be confusing. Remember, if your message can be misunderstood, it will be.
2. Writing Standard. All discussion postings and e-mails should be presented using the conventions of *Standard Written English*. While slang, regional idioms, and informal kinds of self-expression are appropriate in some contexts, they are out of place in academic writing. I expect all students to demonstrate proficiency in using the conventions of academic English in their written work. This means that you need to spell correctly, use the proper word (example: know when to use “there” or “their”, etc.), use paragraph formatting, correct punctuation, etc.
3. DO NOT USE ALL CAPS. Typing in all capital letters is frowned upon; it's the equivalent of screaming. It's considered an aggressive way to post and it doesn't come off as being very friendly. It also makes your message more difficult to read.
4. Correction and Retraction. If you realize that you made a mistake in a previous message, please add a new message acknowledging the mistake and correcting it promptly. You will find most people are understanding of mistakes if they are dealt with immediately.
5. Be Respectful, Kind and Honest. Don't issue personal attacks, use profanity, or post threatening, abusive, harassing, or otherwise offensive language or images. Keep your messages appropriate and courteous at all times. Please disagree with other opinions respectfully. If you are unsure if something is inappropriate, ask yourself these questions: Would you say it to the person if she were standing right in front of you? Would you say it to your best friend or loved one? Are you calling someone names? How would you feel and react if faced with the same message from someone else? If it would anger or upset you, you might consider re-framing your thoughts in a less objectionable tone.
6. Disagreements. There will be disagreement and this is good, otherwise we will be bored. Disagreement can be very constructive; it encourages us to reconsider our own positions and either recommit, expand, or discard them. However, I must at all times hear/see you debating the idea and not making a personal attack on an individual. Note that this is a skill to learn like any other – how to debate and get your point heard. Personal insults and attacks impede the development of critical thought. Avoid "you" statements, which can be more easily interpreted as accusations ("you don't know what you're talking about", "the problem is people like you," etc.). Try, instead, to use "I" statements ("I disagree with your position on "X" or "I find that Durkheim was actually saying ...").
7. Misunderstandings. People have to be given the benefit of the doubt on occasion. Because this is an online class and we cannot see each other's facial expressions or hear the tone in our voices, it is important to clarify issues that are confusing. Before jumping to a conclusion and putting words in someone's mouth, ask them to clarify their point. And if someone asks you to restate your opinion, do not be afraid to restate it.

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8. Problems with Another Poster. If you find yourself having a problem with another poster, it is poor form to voice your concerns on the forum. It is much better to contact the instructor through email.
9. Remember the Golden Rule. It is very easy to misinterpret a person's word when you cannot see them and/or hear their tone, so please keep in mind the Golden Rule of Discussion Board Etiquette: It's not just *what* you say; it's *how* you say it.

Adapted From: Article by Michelle Lehmann, 2007, Lotsofkids.com, Soc 101: Introduction to Sociology An Online Course, by Professor Marisol Clark-Ibanez, Ph.D.