

Common Course Syllabus

Course-Specific Information

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; INET

Campuses: Levelland, Reese, ATC, Plainview, INET

Textbook: *Experience Human Development*, 13th edition. Papalia and Martorell, McGraw-Hill, 2012. (Some instructors require Connect access code; See Instructor's Course Information)

Course Description: This course is the study of the relationship of the physical, emotional, social, and mental factors of growth and development of children and 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 evaluation student performance.

Course Specific Instructions: go to Blackboard Learn 9 for INET classes

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

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.

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)

Every semester I receive numerous e-mails from students regarding information readily available in THIS SYLLABUS. E-mails containing such questions as “when is this assignment due?” or “when is the exam?”. These repetitive e-mails can become extremely frustrating to faculty. I have worked diligently to supply you with as much accurate information as I can in the syllabus, in the assignment handouts, and on the Blackboard page for this course. Please LOOK FOR YOURSELF prior to asking me. If you have looked and still need to e-mail me, by all means do so. Please make sure your e-mail contains your NAME, YOUR COURSE (e.g., psyc-2301, psyc-2314, huma-2319), and your class time/day of the week. This will help reduce the frustration level and benefit both of us. Thank you.

PSYC-2314.501
Lifespan Growth & Development
Room PC124
Monday, Tuesday, Wednesday, Thursday 2:00 - 3:50 pm
Summer I 2017

Instructor: Rick Herbert

E-mail: rherbert@southplainscollege.edu ← BEST METHOD OF CONTACT!

Office: R405D (Reese Center, Building 4)

Office Hours:

MTWR – 11:30 am to 12:00 pm in PC124

AND BY APPOINTMENT – CONTACT ME AND I WILL MAKE TIME!

Office Phone: (806)716-4039

I. GENERAL COURSE INFORMATION:

Academic Course Guide Manual (ACGM) description:

PSYC 2314

Lifespan Growth & Development

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.

A. Course Section Description:

This course is a study of the relationship of the physical, emotional, social, and mental factors of growth and development of children and throughout the lifespan. 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 until death.

The material presented in Lifespan Growth & Development is based upon research conducted in the field of social inequalities. The studies that generate this research frequently present findings implicating the role of social institutions (e.g., the economy, education systems, media, religious institutions, etc.) in the perpetuation of minority group oppression. **Be Aware**, course material may challenge and conflict with existing beliefs and convictions of students. **Controversial Subjects** will be examined which will introduce some level of discomfort and which will generate a wide range of diverse opinions. I do not expect you to accept or even agree with the attitudes, beliefs, and/or viewpoints presented by the instructor or classmates, I do expect that you will: (a) consider the various perspectives presented in class, (b) interact with others in a respectful manner, and (c) be knowledgeable and prepared to discuss the material, information, and theories presented in the readings and class lectures.

B. Academic Integrity:

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.

If a student cheats or shows plagiarism on a paper or exam, that grade will be zero, and the student will be dropped from the class.

C. Student Conduct:

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide

The student handbook clearly defines appropriate classroom conduct (see previous three paragraphs). 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 leave the classroom for a bathroom break by all means do so. You do not need to raise your hand and ask permission, you are an adult and capable of deciding for yourself. However, excessive entrances and exits for the classroom are disruptive. If you have an issue that requires constantly leaving the classroom, it would be better to not attend that specific class period.

Cell phones are an excellent tool and allow us to be in almost constant communication with each other. They are also a major source of distraction in the classroom. You have enrolled in this course and have spent money, either yours or someone else's, to attend the course. So have all your peers. Not being able to concentrate on the issues, principles, theories, and examples used and explained in the classroom because of yours, or others', cell phone, is **NOT ACCEPTABLE**. If you have to have your phone on and available for sick children or other emergency reasons, please put the phone on vibrate because a ringing/singing phone is very disruptive to the class.

D. Appeal Process:

The process of appeal is outlined in the catalog (pp. 23 - 24).

<http://www.southplainscollege.edu/information-for/future-spc-students/2015-2016%20Catalog.pdf>

E. 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 (faculty handbook 4.1.1.1).

<http://www.southplainscollege.edu/information-for/employees/manualshandbooks/facultyhandbook/sec4.php>

F. DISABILITY STATEMENT/POLICY:

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.

II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

A. 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.

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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. (SPC policy revised 1/8/2016)

In addition to the catalog policy (see above), roll will be taken at each class session and a record of attendance maintained. You are expected to attend class. The material presented in class is not a duplication of the material in the textbook and you will be responsible for all topics discussed in class as well as the assigned chapters in the text. **You may be dropped from the class with an X after five (5) absences, regardless of your grade. Each absence takes five (5) points off of your attendance grade. Five (5) absences drops your attendance grade to 75. Please, come to class and earn points. THERE ARE NO EXCUSED ABSENCES!**

Role is taken by students signing a role sheet in EVERY class meeting. Failure to sign in will result in being counted absent. It is the STUDENT’S RESPONSIBILITY to insure they sign in for EVERY class. Having a classmate sign in for you when you are not present may result in you being DROPPED from the class WITH A ZERO!

B. Assignments:

You will have a developmental autobiography paper assignment as well as a research presentation project, both of which are detailed in a separate handout available on the Blackboard website for this course. These handouts are currently available and will remain so for the entire semester. Each of these assignments is worth 100 points (200 points total).

C. Grading Policy/Procedure:

You will have three (3) exams, each worth 100 points (300 points total), the two assignments worth 100 points each (200 points total), and an attendance grade worth 100 points for a complete total of 600 points over the course of the semester. Your grade will be based upon a percentage of the total points with 90% = A, 80% = B, 70% = C, 60% = D, and below 60% = F. No one exam or assignment is “grade adjusted” or “curved”. Every section of my courses is evaluated at the end of the semester once all grades are complete. If any section is statistically significantly out of range, a “grade adjustment” or “curve” will then be applied. Since this is an unknowable fact until all grades are complete (i.e., after the final exams are graded) I cannot tell you before then if there will be any adjustment or not.

D. Special Considerations:

1. If you have to miss an exam or an assignment deadline for emergency reasons, I will do my

best to accommodate you **IF YOU CONTACT ME PRIOR TO DUE/TEST DATE**. Only extreme situations, military necessity, and/or family emergencies will be considered.

2. **The last to drop a course is Monday, June 26, 2017.** Any students who have missed lectures, had difficulty completing projects, or anticipates difficulty in completing the course to their satisfaction or expectation are encouraged to consider the withdrawal option. Students are asked to discuss his/her progress with the instructor prior to making such a decision.

E. Use of Language:

This is a college course, you are expected to use proper college-level English in this course. To this end, South Plains College has developed the following policy:

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. Each instructor may also add additional requirements regarding written assignments that are contained in your syllabus.

All material turned in, with the exception of any in-class writing assignments, MUST BE TYPED, PROOFREAD, AND ORIGINAL (not plagiarized material originating from anyone other than the student without proper referencing).

F. Expectations/Responsibilities:

This syllabus provides you with my expectations of you and what is required for successful completion of this course. You are expected to read the syllabus and be familiar with its contents. You are responsible for all material covered in class. I am willing to make myself available to help any student that requests help. It is my goal for every student to take some useful knowledge away at the end of this course. Although not everyone will work with minority groups and dominant groups as professionals, we are all humans on the same small and irreplaceable planet and we are all responsible for learning more about each other. To that end, I will go to all reasonable means to help any student in any way I can. Please do not wait too long to ask for assistance. If you do, I will be unable to help.

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Monday June 5 (1)	<u>Unit One</u> : theories & prenatal	chapters 1 to 3
Tuesday June 6 (2)	theories	chapter 2
Wednesday June 7 (3)	prenatal	chapter 3
Thursday June 8 (4)	<u>Unit Two</u> : birth to 3	chapters 4 to 6
Monday June 12 (5)	birth to 3	chapter 5
Tuesday June 13 (6)	birth to 3	chapter 6
Wednesday June 14 (7)	EXAM I: Units one & two begin chapter 7	chapters 1 – 6;
Thursday June 15 (8)	<u>Unit Three</u> : 3 to 6	chapters 7 & 8
Monday June 19 (9)	AUTOBIOGRAPHY PAPER DUE 3 to 6	chapter 8
Tuesday June 20 (10)	<u>Unit Four</u> : 6 to 11	chapters 9 & 10
Wednesday June 21 (11)	6 to 11	chapter 10
Thursday June 22 (12)	EXAM II: Units three & four begin chapter 11	chapter 7 – 10
Monday June 26 (13)	<u>Unit Five</u> : adolescence	chapters 11 & 12
Tuesday June 27 (14)	<u>Unit Six</u> : young adulthood	chapters 13 & 14
Wednesday June 28 (15)	young adulthood	chapter 14

Thursday June 29 (16)	EXAM III: Units five & six begin chapter 15	chapters 11 – 14
Monday July 3 (17)	<u>Unit Seven</u> : middle adulthood	presentations chapters 15 & 16
Tuesday July 4 (18)	INDEPENDENCE DAY HOLIDAY	
Wednesday July 5 (19)	<u>Unit Eight</u> : old age/death & dying	presentations chapters 17 & 19
Thursday July 6 (20)	adulthood	presentations chapter 19
Monday July 10 (21)	death & dying adulthood	presentations chapter 19
Tuesday July 11 (22)	EXAM IV: Units seven & eight	chapters 15, 16, 17, 19