

# Common Course Syllabus

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**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:** *Human Development: A Cultural Approach*, 2<sup>nd</sup> edition. Arnett, J. J., Pearson, 2016. (Some instructors require REVEL access code; See Instructor's Course Information)

**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.

**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)

## Instructor's Course Information: Dr. Harris

Course Information: PSYC 2314 –022

Tuesday 6:00pm-8:50pm

Email Address: [jharris@southplainscollege.edu](mailto:jharris@southplainscollege.edu)

Textbook: Human Development: A Cultural Approach, 2nd edition. Arnett, J. J., Pearson, 2016

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.

Late Work and Missed Assignments: Work is due on the dates assigned and cannot be made up if missed. The paper is due on the date assigned and there is a late penalty for each day the work is late. You may turn in your paper early and do the Learn Smart assignments early.

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. (Faculty Handbook 4.1.1.1)

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.

Attendance Policy: You can check the school policy in the college catalog. In addition to the catalog policy, 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 absences, regardless of your grade.

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.

Academic Integrity: See College Catalog "Offering the work of another as one's own, without proper acknowledgement, is plagiarism..." Students found guilty of plagiarism will fail the work in question for the first offense and will be dropped from the course should a second offense occur. For further information and examples please see [www.plagiarism.org](http://www.plagiarism.org)

Grading Policy/Procedure: You will have four exams worth 200 points each, an article presentation worth 75 points, and a final project worth 125 points for a total of 1000 points. Other grades may be added with daily papers that may be assigned. Your grade will be based upon a percentage of the total points with 90%=A; 80%=B; 70%=C; 60%=D; 59% and below = F.

DATE	TOPIC	EXAM/ASSIGNMENT
08/28	WELCOME	
09/04	CHAPTER 1	
09/11	CHAPTER 2	
09/18	CHAPTER 3	EXAM 1
09/25	CHAPTER 4	
10/02	CHAPTER 5	
10/09	CHAPTER 6	EXAM 2
10/16	CHAPTER 7	
10/23	CHAPTER 8	
10/30	CHAPTER 9	EXAM 3
11/06	CHAPTER 10	
11/13	CHAPTER 11	
11/20	PROJECT	
11/27	CHAPTER 12	
12/04	CHAPTER 13	
12/11	FINALS WEEK	EXAM 4

Assignment	Amount Required	Total Points Possible	Points earned by you this semester
Final Projects	1 @ 125 points	125	
Article	1 @ 75 points	75	
Exams	4 @ 200 points each	800	_____
Total	-----	1000	_____

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/ranges:

- A: 900 to 1000 points
- B: 800 to 899 points
- C: 700 to 799 points
- D: 600 to 699 points
- F: Below 599 points

### **Projects/Assignments:**

**Article:(75 points)** You will present a relevant article over a topic presented within the chapter. This assignment is worth 75 points. You will go to Google Scholar and do a search for the topic of your choice. Find an article published after 2015 relevant to your topic. For example, if you want to find an article about Attachment Theory, you would search “Attachment Theory” and find a recent article that includes a PDF link. Provide a brief (1-2 pages) summary of the article and your reaction to reading (i.e. what did you find interesting, what surprised you, what would you share with a friend or family member about the article). A rubric will be provided on Blackboard.

### **Final Project (125 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.