

Common Course Syllabus

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*, 2nd edition. Arnett, J. J., Pearson, 2016.
(Some instructors require REVEL 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)

Course Specific Information
PSYC 2314, section 003

Instructor: Kristina M. Keyton, Ph.D.
Office Hours: by appointment only
Primary Office: Reese Campus, Building 4, room 405-C
Office Phone**: 806-716-4732
E-Mail**: kkeyton@southplainscollege.edu

** Please note: I prefer to be contacted by email rather than telephone. I have voicemail in my office, but there are many times during the week when I will have access to my email, but not my office phone therefore I can get back to you more quickly if you email me rather than call me.

POLICIES AND IMPORTANT INFORMATION

Student Responsibility: It is your job, as a student, to know the rules of student conduct laid out in the Catalog and Student Guide, all other South Plains College policies which impact you laid out in the Catalog, and the policies laid out in this syllabus. It is also your job to check SPC email, blackboard, and the calendar of due dates regularly to make sure that you are keeping up with your work.

Preparedness: Part of your job as a student is to come to class prepared. It is expected that you will read the chapters that go with each topic before we begin that topic in class. It is also expected that you will arrive to class on-time, ready and able to take notes and participate in class.

Classroom etiquette: It is rude to be physically in class, but not engaged in the class and paying attention. It is a distraction to me and your classmates. I allow the use of computers for taking notes only, but reserve the right to restrict the use of computers or disallow the use of computers in the class if I observe inappropriate use of computers, including but not limited to: checking email, browsing the internet, checking Facebook, registering for classes, etc. Additional behaviors that are inappropriate include, but are not limited to: use of cell phones, reading the newspaper, reading material for other classes, talking while other people are speaking, sleeping in class, making offensive/bigoted remarks, and taking pictures of any portion of the class (remember your classmates have the same FERPA privacy rights as you do!). It is not acceptable to take pictures of PowerPoint slides as a substitute for taking notes. You are not allowed to record class (voice or video) without my permission.

Course Specific Attendance Policy: A student with 3 or more absences (not counting absences that I excuse) may be dropped, especially if: the absences follow a habitual pattern or are consecutive, the student does not contact me regarding absences, and/or the student stops completing course work. A student who is discussing his/her circumstances with me and making every effort to stay caught up will not be administratively dropped due to absences alone. When dropping due to absences, it is my policy to drop a student with an X, unless there are extenuating circumstances (e.g. cheating, etc.) that would lead me to drop a student with an F. In order for an absence to be excused, you must be able to provide independent documentation of an unavoidable situation outside of your control.

ASSIGNMENTS

1. In Class Activities (10 points each; Total of 100 points)

There will be many in-class activities (reactions to readings, group work, etc.) throughout the semester (approximately 1 per class session). These activities will be conducted similar to a pop-quiz, being announced right before they occur, typically at the beginning of class on most (if not all) days, with some class days having more than 1 in class activity. Leaving class early may result in full or partial loss of credit. Arriving to class late may also result in full or partial loss of credit for the In Class Activity; however, you will still be expected to do the activity if you arrive before other students have completed the activity. Similarly, if you finish before other students, it is not acceptable for you to be doing work for another class, texting, on Facebook, or otherwise engaging in activities that are unacceptable according to the Classroom etiquette policy listed above and the Student Conduct policy found in the Student Guide. It is recommended that you take notes on your reactions to/perceptions of the activity you have just finished. It is often helpful to speculate how the activity you have just finished relates to the readings and lecture for that class. If you consistently attend class and do the assigned readings ahead of class, it is expected that you will receive full credit for in-class activities. However, if you demonstrate misunderstanding of the assigned material, you will receive only partial credit on the in-class activity. The best 10 in class activities will count for up to 100 points of your final grade. If you have an excused absence, it is your responsibility to request an alternate assignment after you have provided adequate documentation.

2. Pearson REVEL chapter quizzes (30 points each; Total of 300 points)

The required book for this class is an e-textbook. Access to this e-textbook involves the purchase of an access code. Within each chapter of the e-textbook, there is a chapter quiz, worth 30 points. The best 10 chapter quizzes (out of 13 chapters) will be worth up to 300 points toward your final grade. The schedule of due dates is in the tentative schedule below.

3. Exams (100 points each; Total of 400 points)

There will be five exams this semester, but only the best four will count. The fifth exam (final exam) counts the same as the first four and will be dropped if it is your lowest exam (including if you skip it). The final exam will focus on new material since exam four, but you should expect approximately 25% of the exam to be review of material from exams one through four. All exams may include a mix of any of the following types of questions: multiple choice, True/False, matching, fill in the blank, short answer/essay. The listing of exam dates is in the tentative schedule below. For all exams, you will be required to place all belongings at the front of the room, turn hats backwards or place hats at the front of the room, and you will not be permitted to have notes, cell phones, smart watches, or sunglasses at your desk. For the first three exams (but not the final), the exam will be given during the first 50 minutes of class time, then we will have a 10 minute break, and then we will begin the next topic during the last 55 minutes of class time. **If you arrive late to an exam and any of your classmates have already finished the exam and left the room, you will not be permitted to take the exam.** If you miss an exam and can document an excusable reason, then you will be permitted to take a make-up exam. You must take that make-up exam within two business days of the original exam (or within two business days of when you are able to return to school according to your documentation). The final exam can only be taken on the final exam day, unless documentation would allow you to take an incomplete in the class.

4. Autobiography Paper (200 points)

This assignment requires you to write an autobiography incorporating the principles of Human Development that we cover in this course. This paper needs to be between six (6) and ten (10) pages. This project should encompass the whole lifespan (your life up to the present stage, including your birth, childhood, etc. as well as projecting forward to what you would expect between the present and the end of life). The purpose of this assignment is for you to view your life in terms of factors that have impacted or will impact your development, such as your parents' style of parenting, your school experiences, major life events, etc. If you have children, you might discuss cross-generational issues, such as how your childhood experiences have influenced your parenting choices. **You are required to make specific references to theories for every stage of development: past, present, and future** (HINT: Piaget's and Erikson's developmental stage theories are probably easiest, but certainly not the only ones you could use!) See additional detailed instructions on Blackboard. **For this paper, due by 11:59 PM on Wednesday 7/3, I will accept late work with penalty.** I will take off 30 points for every calendar day late. I will not accept any submissions of this paper after the final exam on 7/9. A calendar day is the 24 hours after the deadline. This means that 45 minutes late gets the same penalty as 22 hours late. See Blackboard for additional detailed instructions and grading rubric.

Extra Credit

You may earn a maximum of 50 points of extra credit by doing approved extra credit activities, which can be found on the Blackboard page and may also be announced in class. Some extra credits will have a specific due date, while others will be accepted until the extra credit deadline of 5 PM on Wednesday July 3rd. No extra credit will be accepted after 5 PM on Wednesday July 3rd.

Final Grade Calculation

Your final grade will be determined as follows

In Class Activities	100 points
Pearson Revel quizzes	300 points
Exams	400 points
Autobiography Paper	200 points
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Total	1000 points

Your letter grade will be based on the following percentages:

90% and above	A
80%-89%	B
70%-79%	C
60%-69%	D
<60%	F

Please note: if your final grade reflects a percentage that is not a whole number (e.g. 69.2 points is 69.2%), it is my policy to round up that percentage to the next whole number (e.g. 69.2% rounds to 70%).

Tentative Schedule

Please note that you are responsible for any schedule changes announced via Blackboard, SPC email, or announced verbally in class.

Color Key	
Pearson Revel chapter quizzes	Exams
Autobiography Paper	Holidays

2019 JUNE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Printable Calendars From: 123Calendars.Com

2019 JULY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Printable Calendars From: 123Calendars.Com

Date	Topic	Assignment due
6/3-6/4	Intro to Course Ch. 1 A Cultural Approach to Human Development	**We will begin discussing chapters from the book beginning on the first day, but the Pearson Revel quizzes for the first week will not be due until Friday 6/7 by 11PM**
6/5	Ch. 2 Genetics and Prenatal Development	Ch. 2 quiz due Friday 6/7 by 11 PM
6/6	Ch. 3 Birth and the Newborn Child	Ch. 3 quiz due Friday 6/7 by 11 PM
6/10	EXAM 1-Chapters 1-3 Ch. 4 Infancy	Ch. 4 quiz due Sunday 6/9 by 11 PM
6/11	Ch. 4 Infancy	
6/12	Ch. 5 Toddlerhood	Ch. 5 quiz due Tuesday 6/11 by 11 PM
6/13	Ch. 6 Early Childhood	Ch. 6 quiz due Wednesday 6/12 by 11 PM
6/17	EXAM 2-Chapters 4-6 Ch. 7 Middle Childhood	Ch. 7 quiz due Sunday 6/16 by 11 PM
6/18	Ch. 7 Middle Childhood	
6/19-6/20	Ch. 8 Adolescence	Ch. 8 quiz due Tuesday 6/18 by 11 PM
6/24	EXAM 3-Chapters 7-8 Ch. 9 Emerging Adulthood	Ch. 9 quiz due Sunday 6/23 by 11 PM
6/25	Ch. 9 Emerging Adulthood	
6/26	Ch. 10 Young Adulthood	Ch. 10 quiz due Tuesday 6/25 by 11 PM
6/27	Ch. 11 Middle Adulthood	Ch. 11 quiz due Wednesday 6/26 by 11 PM
7/1	EXAM 4-Chapters 9-11 Ch. 12 Late Adulthood	Ch. 12 quiz due Sunday 6/30 by 11 PM
7/2	Ch. 12 Late Adulthood	
7/3	Ch. 13 Death and Afterlife Beliefs	Ch. 13 quiz due Tuesday 7/2 by 11 PM Autobiography Paper due Wednesday 7/3 before midnight (11:59 PM)

7/4	Independence Day holiday	No classes or office hours
7/8	Ch. 13 cont. Review for Final	**Bring questions for review**
Tuesday 7/9 2-3:55PM	FINAL EXAM	Arrive at your regular classroom at the Final Exam time . Do not be late to this exam!!

Course Agreement

Student's name (print clearly) _____

Initial each of the statements below to acknowledge your understanding of them:

_____ I have received a copy of the course syllabus.

_____ I know that exams in this course cannot be made up without documentation.

_____ I know that Paper will be accepted late with 30 points off per calendar day late (including weekends and holidays) without documentation.

_____ I know that the Paper may receive reduced late penalty deductions with documentation.

_____ I know that Pearson Revel chapter quizzes and In Class Activities cannot made up without documentation.

_____ I know that it is my job to ask Dr. Keyton if I need clarification instead of assuming that she will anticipate my need for clarification.

_____ I know that it is my job to ensure that I have submitted assignments properly and a claim (without documentation/verification) of difficulty submitting assignments will not allow Dr. Keyton to waive the rules in this syllabus

Student's Signature _____ Date _____

***This sheet must be turned in by exam 1 and will count as one in class activity grade.