

South Plains College
Common Course Syllabus: PSYC 2314
Revised 08/2024
Fall 2024

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*, Lally, M. & Valentine-French, S. (2017). This textbook can be accessed for free at the following web address: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>. A PDF version, as well as the weblink will be provided on Blackboard.

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: Marcie Miller 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. Mrs. Miller 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.

COVID Statement: 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.

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.

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

SPC Bookstore Price Match Guarantee Policy:

If you find a lower price on a textbook, the South Plains College bookstore will match that price. The difference will be given to the student on a bookstore gift certificate! The gift certificate can be spent on anything in the store.

If students have already purchased textbooks and then find a better price later, the South Plains College bookstore will price match through the first week of the semester. The student must have a copy of the receipt and the book has to be in stock at the competition at the time of the price match.

The South Plains College bookstore will happily price match BN.com & books on Amazon noted as *ships from and sold by Amazon.com*. Online marketplaces such as *Other Sellers* on Amazon, Amazon's Warehouse Deals, *fulfilled by Amazon*, BN.com Marketplace, and peer-to-peer pricing are not eligible. They will price match the exact textbook, in the same edition and format, including all accompanying materials, like workbooks and CDs. A textbook is only eligible for price match if it is in stock on a competitor's website at time of the price match request. Additional membership discounts and offers cannot be applied to the student's refund. Price matching is only available on in-store purchases. Digital books, access codes sold via publisher sites, rentals and special orders are not eligible. Only one price match per title per customer is allowed.

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

Instructor's Course Information: Dr. Harris (DOWNTOWN 2013)

Course Information: PSYC 2314 – 607

Tuesday: 5:30pm-6:45pm Downtown Rm 2009

This is a hybrid class and will only meet in-person on Tuesdays

Office Hours: Monday & Wednesday: 12:30pm-2:30pm in Levelland (ADMIN Rm152)

Tuesday & Thursday: 9:30am-11:00am and 3:45pm-4:45pm (DT 2013)

Friday: 9:00am-10:00pm (DT 2013)

Email Address: jharris@southplainscollege.edu

Textbook: Lifespan Development: A Psychological Perspective by M Lally and S Valentine-French. **This is an OER (open resources) textbook that is available on Blackboard at no cost to the student.**

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. Assignments are due on the date assigned and there is a late penalty (a deduction of 10 points) for each day the work is late.

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.

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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.

Grading Policy/Procedure: Your grade will be based upon a percentage of the total points with (900-1000 points) 90%=A; (800-899 points) 80%=B; (700-799 points) 70%=C; (600-699 points) 60%=D; (<599 points) 59% and below = F.

	POINTS POSSIBLE	POINTS EARNED
EXAM I	150	
EXAM II	150	
EXAM III	150	
EXAM IV	150	
WEEKLY PARTICIPATION ASSIGNMENTS/ATTENDANCE	100	
WRITING ASSIGNMENT	100	
END OF SEMESTER PROJECT	200	
TOTAL	1000	

ALL EXAMS WILL BE COMPLETED ONLINE THROUGH BLACKBOARD.

On scheduled exams days, there will be no in-person class held. Students can choose to take the exam from any location where they are able to access a computer. The exams will be available in Blackboard for a specific amount of time, they will be timed, once a student opens the exam they will not be able to close their browser until the exam is complete. The exam questions will be randomized so that no 2 students will take the same exam.

Special Requirements: If you miss an exam, you cannot make it up, but there will be an optional CUMULATIVE final exam available which can be used to replace either your lowest score or an exam you missed. If you miss more than two exams, you will be asked to drop the class.

Projects/Assignments:

Writing Assignment (100 Points):

A topic will be presented related to development which impacts our society currently. For example, a discussion paper might be introduced asking you to explore the impact on 1st graders who had to attend school virtually during the pandemic. Additional instructions and a rubric will be provided before the 8th week of class. The paper will need to follow APA writing guidelines. For more information about APA writing style, please consult:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

End of the semester project (200 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 of these sources.

DATE	TOPIC	EXAM/ASSIGNMENT	READING
08/27	WELCOME/INTRO		
09/03	(THEORIES)ERIKSON		CHAPTER 1
09/10	PRENANTAL DEVELOPMENT		CHAPTER 2
09/17	PRENANTAL DEVELOPMENT		CHAPTER 2
09/24	INFANCY		CHAPTER 3
09/26 (THURSDAY)		EXAM 1	
10/01	TODDLERHOOD		CHAPTER 4
10/08	EARLY CHILDHOOD		CHAPTER 4/5
10/15	MIDDLE CHILDHOOD		CHAPTER 5
10/17 (THURSDAY)		EXAM 2	
10/22	ADOLESCENCE		CHAPTER 6
10/25 (FRIDAY)		WRITING ASSIGNMENT DUE BY MIDNIGHT	
10/29	ADOLESCENCE		CHAPTER 6
11/05	EMERGING ADULTHOOD		CHAPTER 7
11/12	EARLY ADULTHOOD		CHAPTER 8
11/14 (THURSDAY)		EXAM 3	
11/19	LATE ADULTHOOD		CHAPTER 9
11/26	END OF LIFE		CHAPTER 10
12/03	DEATH AND DYING		CHAPTER 10
12/05 (THURSDAY)		EXAM 4	
12/06 (FRIDAY)		END OF SEMESTER PROJECT DUE (BY MIDNIGHT)	
12/09-12/13	FINALS WEEK (FINAL OPTIONAL)		