



NORTHEAST TEXAS

COMMUNITY COLLEGE

Lifespan Growth & Development
PSYC 2314

Course Syllabus

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I. Course Description:

Welcome to Lifespan Growth and Development! This course will take a chronological look at growth and development throughout the lifespan. Human development is an interdisciplinary field interested in understanding human constancy and change. The following areas will be emphasized: the diverse theories and the strengths and weaknesses of each, the lifespan perspective, the sequence of human development and its processes, culture and context, the joint contributions of biology and environment, the interdependency of all domains (physical, cognitive, emotional, and social), and the interrelatedness of theory, research, and applications. Upon completion of the course, you should be able to identify the major theories, terminology, principles, processes, and methods in the above areas.

II. Textbook:

Berk, L.E. (2018). *Development through the Lifespan, 7th ed.* ISBN # 978-0-13-441969-5. Please read the assigned reading and complete the learning objectives **BEFORE** that topic is covered in class. Expect to read everything more than once! It is a good idea to think about the “Ask yourself” questions in each chapter.

III. General Course Requirements:

Class attendance is required. Please come to class prepared to discuss the reading scheduled for that day. I recommend that you keep a notebook for this course, in which you keep the course syllabus, class objectives, class exercises, and class notes. This notebook will be an invaluable asset when studying for tests.

NEW: For Security reasons the class doors will be locked when attendance is taken.

Anyone who wishes to withdraw from class must take the responsibility to formally drop with the Registrar; otherwise a failing grade will be given. If you miss more than 3 classes, you should consult with me about your grade before withdrawing. I reserve the right to drop you from my class due to excessive unexcused absences. At any time you are concerned about your grade, you should talk with me.

As a courtesy, please turn off all cell phones and beepers and put them out of sight. I know some of you are great multi-taskers but it is distraction to some of us.

The syllabus quiz and acknowledgement form at the end of the syllabus must be completed and turned in or you will be dropped from the class.

IV. Grading:

There will be 2 quizzes and 4 exams over the textbook: All quizzes and exams will be in a multiple-choice format with possibly one essay question on each. **If you should miss an exam or quiz, there will be no make-up.** The first quiz will cover chapters 1 and 2 and will be worth 50 points. The second quiz will cover chapter 19 and will be worth 50 points. The regular exams and final exam will each count 100 points. **The final exam is optional.** The final exam will be comprehensive and may be taken to replace the score on one previous exam. Dates listed on calendar.

You will be expected to bring the answers to the learning objectives in written form for each chapter on the day we cover that chapter. These **learning objective sets** will be your homework/participation grade (**this means you must be in class to get credit**) and can be found in blackboard. Each of these objective sets could be worth 5 points at the instructor's prerogative for a total of 50 points.

There will be **4 empirical data sets** that as a class you will generate by answering survey questions. Individually you will be responsible for analyzing, graphically depicting and discussing the importance of the data as it impacts development. Each empirical data set will be **worth 25 points**. These **papers should be typed, double spaced**, written in 3rd person, in complete sentences and cited correctly. You may hand draw the graphs. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

There will be three **Observations papers** each will be worth 100 points. One observation paper from each pair: either infancy or toddlerhood (ch. 4, 5 & 6), either early childhood (ch. 7 & 8) or middle childhood (ch. 9 & 10), either adolescence (ch. 11 & 12) or early adulthood (ch. 13 & 14), and either middle adulthood (ch. 15 & 16) or late adulthood (ch. 17 & 18). **If you write all 4 papers, I will only count the 3 highest scores toward your total points.** These papers should be **typed, double spaced**, written in 3rd person, in complete sentences and cited correctly. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

There will be **self-improvement** grades: Syllabus quiz worth 10 points, APA Quiz worth 16 points, Office visit to review first Quiz worth 5 points, Office visit to review each of the 4 exams worth 5 points (20 pts total), office visit to review first Observation Papers and first empirical data set worth 5 points each (all reviews should be completed within 1 week of grade being posted on Blackboard), and a comprehensive SLO quiz worth 30 points.

Extra-credit is usually not available in this course. Studying the text, coming to class, and doing the assignments are assumed to be sufficient work for this class. However, if bonus points are given for any reason, you will simply add all points together to get your final grade. Grades will be assigned on the basis of your points from assignments, quizzes, and major exams.

Grades will be computed as follows:

Three Observations:	= 300 points
Four exams:	= 400 points
2 quizzes:	= 100 points
Objective sets:	= 50 points
Self-improvement:	= 90 points
Empirical data sets:	= 100 points

You may want to make the best grade possible so you qualify for membership in Psi Beta, which is the National Honor Society in Psychology. Ask me about the qualifications and what Psi Beta does here on our campus.

The grading scale below will be used to determine your final grade.

Points	Percentage	Letter Grade
936-1040	90-100%	= "A"
832-935	80-89%	= "B"
728-831	70-79%	= "C"
624-727	60-69%	= "D"
Below 623	below 60%	= "F"

CORE CURRICULUM PURPOSE AND OBJECTIVES

Through the core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning.

Courses in the foundation area of social and behavioral sciences focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Core Curriculum Objectives for the social and behavioral sciences:

Critical thinking:

CT1: Students will demonstrate the ability to 1) analyze complex issues, 2) synthesize information, and 3) evaluate the logic, validity, and relevance of data.

CT2: Students will demonstrate the ability to 1) make informed decision, 2) arrive at reasoned conclusions, 3) solve challenging problems, and 4) use knowledge and understanding in order to generate and explore new questions.

Communication Skills:

CS1: Students will effectively develop, interpret and express ideas through written communication.

CS2: Students will effectively develop, interpret and express ideas through oral communication within a specific timeline.

CS3: Students will effectively develop, interpret and express ideas using visual communications components.

Empirical and Quantitative Skills:

EQS1: Students will manipulate numerical data or observable facts by organizing and converting relevant information into mathematical or empirical forms (e.g. equations, graphs, diagrams, tables, or words).

EQS2: Students will analyze numerical data or observable facts by processing information with correct calculations, explicit notations, and appropriate technology.

EQS3: Students will draw informed conclusions from numerical data or observable facts that are accurate, complete, and relevant to the investigation.

Social Responsibility:

SR1: Students will demonstrate understanding of intercultural competence.

SR2: Students will demonstrate knowledge of civic responsibility.

SR3: Students will demonstrate the ability to engage effectively in regional, national, and global communities.

V. Student Learning Outcomes (SLO's)

Students enrolled in Psychology 2314 will :

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.

VI. Class Hours and Office Hours

Appointments with the professor may be scheduled for times other than the office hours. Speak with the professor before or after class to make arrangements. My office is located in the Humanities Building. When emailing the instructor, please include your course and section number in the subject line.

Class Hours

MW 8:00am-12:20pm
TR 9:30am-12:20pm

Office Hours

See Dr. Skaar's
office schedule

Computer/Blackboard Access

If you have not had the portal set up on your computer, you may want to get your computer "campus ready" by seeing Austin Baker in the Learning Commons Building (library). You will need to see him for internet access anywhere on campus and how to access the portal.

From the portal, click on the Blackboard link and then click on the course number for your class. You will access this with your first initial of your first name and your full last name and the last 3 digits of your social security number. No spaces. Example: jsmith378. Your password will be your birth date using 8 digits. Example: 04031979. If you have problems accessing your class, contact Austin Baker in the Learning Commons computer lab on campus or phone **903-434-8279 or 8280**. You may also email him at abaker@ntcc.edu

OFFICIAL POLLICIES

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

Family Educational Rights and Privacy Act (Ferpa):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tobacco Use Policy (Smoking)

The College District prohibits the use of any type of tobacco products, including electronic cigarettes, on College District grounds and in College District buildings, facilities, and vehicles in order to provide students, employees, and visitors a safe and healthy environment. This prohibition shall also apply to spaces leased by the College District. The use of tobacco products, including electronic cigarettes, shall be permitted in designated areas and private vehicles parked on College District property provided any residue is retained within the vehicle.

OFFICIAL COMMUNICATION

The college's official means of communication is via your campus email address. I will use your campus email address and blackboard to communicate with you outside of class. You

should check regularly in your mail and Bb for any postings. Clean out your eaglemail frequently so you will be able to receive the important information.

CHARACTERISTICS OF SUCCESSFUL (A-B) STUDENTS IN PSYC 2314

ATTENDANCE: They come to class regularly and are seldom late. If they do miss a class or two for any legitimate reason, they let their instructor know. They do not miss several weeks of class and then return, expecting to pick up where they left off. If they are late, they let their instructor know at the end of the period, and they do not make a habit of it. Also, if they are late they slip in quietly and take the seat nearest the door. They do not disrupt the class. Students should not cut class because they do not have an assignment ready. Also, do not cut another class to work on a different class.

IN CLASS: They sit facing the instructor and at least make the effort to appear interested and attentive. They ask questions or make comments when appropriate or called upon to do so. They do not visit with their classmates, sleep, or do homework for another class. In group situations, they participate as required and contribute whatever they can to the group lecture. They complete all class assignments as directed and do not ask for make-ups on class work.

MISSED CLASSES AND TESTS: They get the name and telephone number of at least three classmates so that they can keep up with what is missed. If they miss a test, they ask their instructor for a conference to discuss the matter. They schedule any missed work to be made up within a week. They do not wait for the instructor to approach them and remind them that they have not done something; they go to the instructor. Likewise, if they need time extensions for the completion of an outside paper, they request those extensions ahead of time, not after the due date.

CONFERENCES: If for any reason they feel that their progress in the course is not satisfactory, they go to the instructor and request a conference. If one has been scheduled and they cannot make it, they let the secretary know, so that they can notify the instructor. **IN GENERAL:** They cooperate and communicate with their professor. They do not place him/her in a position of having to second-guess their behavior and come to incorrect assumptions regarding it. They RESPECT themselves and others. They also come with the **ATTITUDE** they want to learn. They know that the information may come in handy later on in life (not just for the test!). Learn what each teacher wants from you regarding what is considered appropriate behavior in the classroom. Most teachers will treat you with respect if you show respect and a desire to learn.

Syllabus Quiz

1. What is your class and section number? Psyc _____.
2. Is class attendance required? Yes No
3. Is the Final exam optional? Yes No
4. If you complete a Learning Objective set, do you have to be in class to get credit? Yes No
5. Is there a grade for reviewing your quizzes, exams and two papers? Yes No
6. Do your papers have to be typed and double-spaced? Yes No
7. How many points will you lose if you do not turn in the (4) empirical data sets? _____
8. How many observation papers will count toward your final grade? _____
9. What is the penalty for turning in papers late? _____
10. What is the latest a late paper will be accepted? _____

***Bring a completed hard copy of this quiz to my office during my office hours by Thursday, January 24 by 3pm for a self-improvement grade.**

My signature below indicates that I have read the syllabus and understand the requirements of this class. I understand that it is in my best interest to attempt all assignments and discuss in person with the professor anything I do not understand.

Print Name

Signature