

## 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:** All

**Textbook:** *Human Development, A Cultural Approach*, 2<sup>nd</sup> edition. Arnett, Pearson, 2016.

(Some instructors require the 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).

**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 for Student Affairs, South Plains College -1401 College Avenue, Box 5, Levelland, TX 79336, 806-894-9611

**ADA (Disability) 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 Office) 806-716-2577, Reese Center (Building 8) & Lubbock Center 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

#### Topical Course Schedule

(subject to change based on individual section needs)

Weeks 1-4: Chapters 1-3  
A Cultural Approach to Human Development  
Genetics and Prenatal Development  
Birth and the Newborn Child

Weeks 5-8 Chapters 4-6  
Infancy  
Toddlerhood  
Early Childhood

Weeks 9-12 Chapters 7-10  
Middle Childhood  
Adolescence  
Emerging Adulthood  
Young Adulthood

Weeks 13-16 Chapters 11-13  
Middle Adulthood  
Late Adulthood  
Death & Afterlife Beliefs

**MR. ARCHER'S  
LIFESPAN GROWTH AND DEVELOPMENT  
COURSE INFORMATION**

**COURSE TITLE:** Lifespan Growth and Development 2314  
**INSTRUCTOR:** Jim Archer, M. Ed., LPC  
**OFFICE LOCATION:** Lubbock Center 125H  
**OFFICE HOURS:** Monday-Thursday 9-9:30am, 12:15-1pm  
 Fri 9-Noon (On Fridays, please e-mail prior to coming without an appointment to maximize your time and avoid schedule conflicts.)  
 (806) 716-4668 (e-mails will get a quicker response)  
**PHONE:** [jarcher@southplainscollege.edu](mailto:jarcher@southplainscollege.edu) (*quickest communication*)  
**E-MAIL:** [jarcher@southplainscollege.edu](mailto:jarcher@southplainscollege.edu) (*quickest communication*)  
**TEXTBOOK:** Human Development, A Cultural Approach, 2nd Edition. Arnett. (2016). Pearson  
 ISBN-10 0-13-379242-0  
 \*THIS COURSE ABSOLUTELY REQUIRES THE REVEL ACCESS CODE FOR THIS TEXT.

***SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE***

***COURSE POLICIES***

**GRADING POLICY:**

Your final grade will be calculated based on the following percentages:

A	90% -100%		
B	80% -89%		
C	70% -79%		
D	60% -69%		
F	0% -59%		
Grade Opportunities	# of Opps	Percentage Toward Total Grade	
Tests (Multiple Choice)	3	60%	
The "Me" Project	1	15%	
REVEL Quizzes/ Participation Exercises	15	25%	

**ATTENDANCE POLICY:**

I will take attendance daily. If you have over 4 unexcused absences, I may be forced to drop you from this course. Absences are excused only after I have seen some form of documentation, and that documentation must be presented by the beginning of the next class that you attend. I maintain the right to decide whether an absence is marked as "excused" or "unexcused" based on your documentation, the reason for your absence, your communication with me, and fairness to other students.

**-Attendance Reward: If you complete the course with 2 or less absences of any kind, you will be able to drop your lowest test grade.**

*\*Excused absences DO count against your Attendance Reward total. Only students who have 2 or less absences of any kind will earn the Attendance Reward.*

**MAKE-UP TESTS:**

If you are not able to attend a scheduled exam for any reason, you must notify me **prior to the scheduled test date** in order to schedule a make-up exam that will typically take place before the

time of the scheduled exam for the rest of the class. If you have an unforeseen major emergency and miss a scheduled exam without prior notification, you must contact me by e-mail on the **same day** of the exam and **provide documentation of the major emergency** if you expect any opportunity to make up the exam. **I reserve full right to deny a make-up exam to any student in order to maintain fairness to other students** and in order to maintain the class schedule. If I choose to allow a make-up based on the provided documentation of a major emergency, it must be taken **prior to the next class period**. Without documentation of a major emergency, you may not have the opportunity to make-up the exam. In order to maintain fairness to all students, your make up exam may not be the same exam administered to the rest of the class.

### **REVEL Quizzes:**

Revel Quizzes are opportunities to make sure you are learning the material as well as a means of preparing you for major exams. These are open book, open note quizzes using the REVEL platform. **To access these quizzes**, go to the Revel tab on Blackboard.

All quizzes will be due at 11:59pm on Sunday nights, and all quizzes will be posted at least two weeks prior to their due date. Quiz due dates are located on the Course Calendar tab in BlackBoard. **Once a quiz due date has passed, I will not re-open the quiz.** Manage your time wisely to make sure that you have plenty of time to work through any technical difficulties that may occur. **IT IS YOUR RESPONSIBILITY TO BECOME COMPETENT WITH BLACKBOARD AND THE REVEL QUIZZES AND CONTENT.** Do not put off accessing these quizzes until last minute due to the normal challenges that technology can present. More information regarding REVEL will be located under the REVEL tab on Blackboard to help you with common issues.

### **Participation Exercises:**

Participation exercises are presented spontaneously during class as a means of reinforcing assigned reading, encouraging class participation, and applying the concepts we are learning. These exercises will not appear on the schedule, and they may take many forms including traditional quizzes, homework assignments, group projects, and even in-class participation tasks. You need to contact me prior to any planned absence if you expect for me to consider offering you a make-up challenge. If you have not contacted me prior to the date of the participation exercise, and you cannot provide me with documentation of a major emergency prior to the next class period, I maintain the right to refuse offering you a make-up exercise. In a further effort to maintain fairness to all students, a make-up exercise may vary from what was offered in class, and it could be much more intensive. If you arrive late to class after a participation exercise, you are too late to complete it. I reserve the right to deny a make-up exercise.

\*If I offer over 15 Quizzes/Participation Exercises, I will only average your top 15 which may allow you to drop a low or missed quiz/exercise grade.

**THE “ME” PROJECT:** As a human development student, it is important that you understand your own development. This project will include a 5 page paper, a brief outline for your in-class presentation, as well as a 5 minute class presentation about what you know about your own development up until this point in your life. This project is intended to examine your development comprehensively on as many levels as you can integrate into 5 pages. **THIS IS NOT AN AUTOBIOGRAPHY, SO PRIVATE OR PERSONAL INFORMATION IS NOT REQUIRED.** Your life and the textbook are the only necessary resources for this project, and you will be graded on how well you are able to demonstrate your knowledge of human development as presented in our text and as relevant to your own life. Citations are required, and your presentation should address some components of how your life intersects specifically with

information in our text/course as presented in your paper. The paper and outline portions of this project are due to me by the due date which is posted on BlackBoard under the Course Calendar tab. Presentations will be completed during the next two weeks following that class period according to a schedule that I prepare for you.

### **Me Project Grading Rubric**

#### **Project Due Date Posted on BlackBoard under the Course Calendar tab**

Total Project Worth: 100 points & 15% of Final Grade in the Course

#### 5 Page Paper: 80 points

Fully describe at least 5 factors where you see your life and our text book intersecting. Elaborate on how you see this information from Human Development as you lived it. Don't be brief. The text book should be your only source. Cite each of these 5 factors. If you can only elaborate briefly on one of these factors, describe more than five factors to make sure you receive full credit. Late projects will receive significant point deductions. I maintain the right to refuse any late projects after a realistic time frame has passed and deductions have become too significant.

**Each of 5 Factors Thoroughly Explained: 10 points (50 pt. total)**  
**Within Text Citation for EACH Factor: 2 points (10 pt. total)**  
**Length: 4 points per typed page (20 pt. total)**

#### Outline: 10 points

This is to be typed and turned in as the cover page of your Me Project. Please keep a copy of this outline and your paper for yourself so that you can utilize these for your presentation. The outline should be approximately one page in length, and it should lay out the points you will be discussing for your 5 minute presentation.

**Outline of 5 minute Presentation Submitted with Paper: 10 pts.**

#### 5 Minute Presentation: 10 points

This in class presentation is simply to summarize and highlight your 5 page paper. It is perfectly okay to only mention portions of the paper that you are comfortable sharing with the class. Use of a visual aid like a poster, picture collage, power point presentation, or other creative visual media to utilize for your presentation is also required. I will stop the presentation at 5 minutes, so keep it brief and to the point.

**Presentation Highlights Human Development Information from Paper: 5 pts.**  
**Visual Aids: 5 pts.**

### ***GENERAL WRITING TIPS FOR ALL PROJECTS***

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.

1. All work should be **typed or computer generated, double spaced, with one inch margins in a standard 12 pt. font.** Please include a title page with your name, course number, semester, **section time**, my name and the date you submit the paper. This should be centered on the page.
2. Any references used should be listed at the end of the paper using APA style and **within the body of the text according** to APA procedure. Using reference material without proper documentation constitutes plagiarism which is a serious academic offense and could result in a failing grade for the work

in question. The following website gives examples of how to cite your sources according to the APA format:

*rlrc-proxy.elgin.edu/apa.htm*

3. Be sure to proofread your work for grammatical and spelling errors. Also remember that “healthy” paragraphs are usually comprised of at least three sentences organized around a central idea.

### **ACADEMIC INTEGRITY:**

As stated in your college catalog, “Offering the work of another as one’s own, without proper acknowledgement, is plagiarism...” Students found guilty of plagiarism could fail or receive a zero on the work in question for the first offense and could be dropped from the course should a second offense occur. Cutting and pasting information directly from websites without citing your source also constitutes plagiarism. **I will check your paper for plagiarism if I suspect it has occurred.**

-If I determine that you are cheating on any phase of your course work, I will take action that could include giving you a “zero” on the course work or even possible dismissal from the course.

### **ELECTRONIC DEVICES:**

Be responsible for your electronic devices. Make sure they are silenced. If your device is the cause of distraction to me or others, I have the right to confiscate and utilize any electronic device that causes a distraction to me, you, or your classmates. I will return the confiscated item at the conclusion of the class period. If you will not allow me to confiscate the offending electronic item, I will require you to leave the classroom and possibly take an unexcused absence. You may use a tape recorder to record lectures.

**-Laptops and tablets** are permitted for note-taking, in class discussion purposes, and exploration of information we are covering in class. Please make sure that nothing on your screen distracts your classmates, and only plug in the lap top if the cord does not provide an obstacle for pedestrian traffic. I will also ask you to sit on the front row of the classroom if you are using such a device so that I can assist in holding you accountable to participating in class. If I catch anything on your screen that is not related to our course or potentially distracting to others, I have the right to confiscate the device until the end of class and prohibit you from utilizing the device in the future.

-All electronic devices including **SMART WATCHES** should be turned off and put out of sight during exams. Failure to comply could result in a zero on the exam.

### **EQUAL OPPORTUNITY:**

This instructor will not tolerate remarks or gestures that can be construed as sexist, racist, or in any way disparaging to another person in this classroom. Students who exhibit such behavior could be dropped from the class with a semester grade of “F” regardless of race, ethnicity, sex, or religion.

Please review the ADA Statement in the Common Course Syllabus. I have included links to accessibility resources below for the technologies you may use in this course.

#### Blackboard Accessibility:

<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>

#### Microsoft Office Accessibility

<http://www.microsoft.com/enable/default.aspx>

#### Pearson REVEL Accessibility

<https://www.pearsonhighered.com/revel/accessibility/index.html>



**THANK YOU:** I consider it an honor that you have chosen to be in my course. I want to thank you in advance for the time and hard work that you will put into this learning experience. One of the keys to being successful in college is to maintain communication with your instructor. Feel free to call, e-mail, or come by during office hours if I can help you be successful in this course. I hope that your grade in this course will reflect the effort you put into it. -Jim Archer