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; ITV

Campuses: Levelland, Reese, ATC, Plainview, INET

Textbook: *Experience Human Development,* 12th edition. Papalia and Feldman, McGraw-Hill, 2012. (including Connect access code)

Course Specific Instructions: go to Blackboard Learn 9 for INET classes

Course Description: This course is a 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.

Attendance Policy: Whenever absences become excessive, and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student may be withdrawn from the course. The typical view of excessive absences is when a student misses more than two weeks of the course.

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

Instructor Policies: Wanda Clark, Ph.D.

Office Location & Hours: AD 134 Levelland campus, Email only for summer sessions.

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Attendance Policy: See College Catalog. Since this course is a virtual classroom, attendance will be taken according to the following:

- · Participating in class discussion by posting to the discussion board.
- · Taking chapter quizzes on or before the midnight due dates.
- · Turning in assignments on or before the or midnight due date.

Late work: All work must be posted or emailed by the due dates posted on the calendar to receive full credit. Any late work submitted may receive no more than ½ credit at the discretion of the instructor. Excuses such as "The network was down," or "I could not figure out how to send the assignment through the assignments function" are not acceptable. In short, plan ahead and do not wait until the last minute to submit your assignments. It is always okay to turn in assignments early although discussion board postings should be done with the calendar schedule. Partial credit will be given for discussion assignments only, not quizzes or Learnsmart activities. For Learnsmart and Quizzes you may use the "Get out of jail free" card option twice during the semester. You may use this for two quizzes or two learnsmarts or one of each. You will receive full credit for these assignments if you submit your "jail card" request within one week of the missed assignment. These may also be used to replace a low score but again must be used within one week of the original due date for that assignment. In other words, the requests will not be honored at the end of the semester to "fill in the blanks" in your gradebook. Pay attention to your grades as the course goes along and use this option for emergency situations such as illness, technology problems, accidents, deaths in the family etc.

Administrative Drop Policy: Due to Financial Aid and South Plains College requirements for participation/attendance a student who fails to turn in 5 assignments during the semester may be dropped with a grade of "X" from the course. If missed assignments occur after the final drop date the grade will be "F." Assignments in this context refer to the written chapter assignments as well as quizzes and/or postings to the discussion board.

Blackboard is the computer software used to deliver this course http://southplainscollege.edu.blackboard.com. It is essential that you have reliable access to the Internet. It is not necessary to purchase or own your own computer but you should have a backup plan in place should you encounter computer problems. There are open computer labs available to all enrolled SPC students on all campuses. It is also the student's responsibility to have the required computer skills to complete this course. Should you encounter technical difficulties contact the instructor first, and/or the SPC technical support. Also you may contact blackboard@southplainscollege.edu or call (806) 894-9611, ext. 2180. Be sure to include course and section number information when contacting technical support.

Assignment Policy

There are three different types of activities required in this course.

Learnsmart: Learnsmart is an interactive study tool to help you learn the course material. It is designed much like a set of flashcards which ask you specific questions based on course material. You may work for short segments of time or longer periods depending on your study habits and time management. It should take you approximately 30 min. to complete this homework for each chapter, assuming you have done the reading, but that does not have to be all at once. There are mobile apps available so you can take it with you on your phones, however it is better to complete at a computer. If you successfully complete the full "deck" of cards or questions you can earn up to 25 points per chapter. Note: These points will not appear until after the due date has passed even if you complete them sooner.)

Quizzes: There is a twenty five question multiple choice quiz for each chapter in the text book. These are located under the "Quizzes" icon and will be made available to you at the appropriate times during the semester. You may use your textbook as these are "open book" quizzes but it is best to read the chapters and complete the Learnsmart assignments before attempting to take the quiz. Please note these are timed quizzes (45 min.) so do not click on the link until you are ready to actually complete the quiz. Each quiz is worth 50 possible points (2 points/question). You have two attempts on each quiz.

Discussion Board Postings: Each due date you will have either a video to watch which is related to the textbook material or a short written assignment. For discussions there will be several questions or discussion prompts posted to the discussion board area. The first postings should be your own individual thoughts or comments relating the text material to the video. Then you should reply to two classmates to earn full points for this activity. The primary goal for this portion of the course is to "talk" about what you are learning so it is more appropriate to be informal and conversational in these assignments though I would still encourage you to avoid "text" language. In the initial posting your goal is to link the examples from the video to the concepts presented in the textbook. This is also the place to include personal experiences and/or reactions. For the reply postings you should ask questions to encourage other students to think more deeply, constructively disagree at times, apply textbook/course information to others comments, and share your own experiences that relate to the topic of discussion. If you repeat yourself in reply messages you will only receive partial credit. Also, simply stating "I agree" is not detailed or complex enough to earn points.

All written assignments should be presented using the conventions of Standard Written English.

- o All written work should by typed or computer generated, double spaced, with one inch margins in a standard 12 pt. font. Please use Word for attachments.
- o 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.* Wikipedia is not considered a valid academic source. Do not use it!
>
> - o For the assignments in this class, it is better to write using first or third person pronouns. Therefore it is appropriate to use "I, me, mine" or "he, she their, we." It is not appropriate to use "you" or "your." Please avoid writing in 2nd person.
> - o Be sure to proofread your work for grammatical and spelling errors. Use the "enable html" button within the email, assignments, and discussion functions to run a spell check. Also remember that "healthy" paragraphs are usually comprised of at least three sentences organized around a central idea.

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 with an "F" should a second offense occur. For further information and examples please see http://www3.southplainscollege.edu/plagiarism/ or http://tlt.its.psu.edu/plagiarism/tutorial

Student Appeals—see College catalog "The student should schedule an appointment with the instructor of the course to discuss the final grade or disciplinary action. If the student is still not satisfied, he/she should schedule an appointment with the appropriate departmental chairperson to discuss the situation…If the student is still not satisfied, he/she should schedule an appointment with the Divisional Dean to discuss the situation…If the student is still not satisfied, he/she should be advised of the formal appeal process."

Student Conduct—"Failure to comply with lawful directions of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course" (Student Guide). Please note that this is an online environment and others will see your comments posted to the discussion board area and/or in e-mail communications. Do not post any pictures, comments or data that others may find offensive.

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 educational and employment 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. Students who exhibit such behavior will be dropped from the class with a semester grade of "F" regardless of race, ethnicity, sex, religion, or sexual orientation. . In short, "Bigotry will not be tolerated." (Student Guide)

ACCOMMODATIONS: 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 through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Grading Policy

It is possible to earn up to 1600 points in this course. Your grade will be calculated on a cumulative point total based on the following scale:

 A= 1600-1440, B= 1439-1280, C=1279-1120, D=1119-960, F=below 959

Point Distribution

Quizzes 19 chaps. @ 50 pts. for 950

Discussions 6 times @ 30 pts. for 180

Learnsmart homework 19 @ 25 for 475 (Note: These points will not appear in the gradebook until after the due date has passed)

Total points possible is 1600 (5 are bonus!)

Discussions: Discussion topics are listed in the Discussion Board area of Blackboard. Most discussion topics will require viewing a video and the links are provided in the discussion topics instructions. To receive the full 30 points for participation each week you must post an original message and two reply messages.

 Original message requirements:

- · Due as indicated on the calendar at midnight.
- · 200 – 300 words in length.
- · Make direct connections between the video AND text information.
- · Include personal experiences and/or reactions.
- · Worth up to 20 points each.

Reply message requirements:

- · Two replies are due every deadline at midnight as indicated on the course calendar
- · Ask questions to encourage other students to think more deeply.
- · Share your own experiences that relate to the topic of discussion.
- · Constructively disagree at times.
- · Refer to class course work (text or video information) and apply the information or ask other students how they are applying course information.

·   If you repeat yourself in your reply messages you will not get credit for one of them.
·   Worth up to 5 points each (10 points total)

You will not be given full credit for postings that do not meet the above criteria. Also, the use of short, choppy sentences put down that do not show careful thought will NOT earn you full credit. It is appropriate to use sentences like, "I agree" but those sentences do not meet the requirements for grading purposes. See the Grading section below for more information.

- The first discussion is an introduction of yourself to the class. All Discussion topics will be listed in the Discussion Tool.

- For each discussion topic (including the Introduction post), you will post at least 3 times – an original post and two replies. You are also expected to read the posts of others – this is taken into consideration when grades are posted.

Grading

Original posts will receive up to 20 points and Replies will receive up to 5 points each for a possible 30 total points per chapter.

·   *RUBRIC/EXPECTATIONS – to help you do the best you can, I am providing a grading rubric for the discussion postings and replies.

·   Original Posts:

- Approximate 20 point post includes posts that have: thoughtful commentary that specifically includes references and/or discussion to the reading, video, and module material; personal connections when relevant; introduces new ideas and questions; and/or thoroughly addresses the topic. Post was on-time, includes at least the minimum word count, and is spelling/grammatically correct.
- Approximate 10 point post includes posts that have: reference to some type of course material, some personal reference but maybe not clearly connected to course material or topic, and/or thoroughly addresses the topic. Post was on-time, includes the minimum word count, and contains a minimal number of spelling/grammar errors.
- 0 point post includes incorrect or partial posts, no reference to relevant material, irrelevant ideas, frequent spelling/grammar errors, was not posted on-time, and/or no post.

·   Replies:

- Approximate 5 (there will be two of these per week) point reply includes replies that explicitly references ideas in the post, gives personal commentary in a constructive way, may correct an incorrect posting in a respectful way, elaborates on the ideas and questions posed in the post, reflects a good understanding of the course material, and/or

brings up course material that the original post did not include but was relevant. Post was on-time, includes at least the minimum word count, and is spelling/grammatically correct.

- Approximate 3 point reply includes brief elaboration of the ideas and questions posed in the post and/or a personal response that may or may not clearly tie to the original post but relevant to the module. Post was on-time, includes at least the minimum word count, and contains a minimal number of spelling/grammar errors.
- 0 point reply includes brief encouragement, a statement of agreement or disagreement, unclear or offensive responses, frequent spelling/grammar errors, was not posted on-time, and/or no reply.
    - **NOTE: Simply restating what someone else has stated will not earn you points. You need to put thought into your postings, bring in course work, and a personal connection to receive the maximum points. Correct grammar or syntax is important so be sure that you spell/grammar check AND proofread your posts.
- *Adapted from On-line Teaching: Best Practices, by Professor Marisol Clark-Ibanez, Ph.D. and Linda Scott.

ONLINE ETIQUETTE: A few words about communication and online discussion are in order. As you imagine, some conversations easily become emotional, especially if we touch on people's deeply held beliefs. Unfortunately, online postings can mislead one into thinking that cyberspace is an "anything goes" kind of forum. This isn't the case. Civil interaction is as much expected here as in the "traditional" classroom. Below I provide some guidelines for communicating more effectively online. I will deduct points from posts that violate the spirit of these suggestions.

Keep in mind:

- There will be disagreement and this is good, otherwise we will be bored.
- Disagreement can be very constructive; it encourages us to reconsider our own positions and either recommit, expand, or discard them.
- I must at all times hear/see you debating the IDEA and not making a personal attack on an individual. Note that this is a skill to learn like any other – how to debate and get your point heard.
- Personal insults and attacks impede the development of critical thought. Avoid "you" statements, which can be more easily interpreted as accusations ("you don't know what you're talking about", "the problem is people like you," etc., etc.). Try, instead, to use "I" statements ("I disagree with your position on "X" or "I find that Durkheim was actually saying blah…").
- In addition, people have to be given the benefit of the doubt on occasion. Because this is an online class and we cannot see each other's facial expressions or hear the tone in our voices, it is important to clarify issues that are confusing. Before jumping to a conclusion and putting words in someone's mouth, ask them to clarify their point. And if someone asks you to restate your opinion, do not be afraid to restate it.
- Finally, I will be most impressed with individuals who can incorporate course materials into their posts. A key skill you should leave college with is the

ability to support your positions; this online forum is an appropriate place to hone this skill. Refer to readings and module material to support your points.

- *Adapted from Soc. 101: Introduction to Sociology An Online Course, by Professor Marisol Clark-Ibanez, Ph.D.

Date Due	Chapter assigned	Work Due
June 10	Chapter 1	Discussion 1:Introductions 1 Learnsmart, 1 quiz
June 14	Chapters 2 & 3	2 LearnSmarts, 2 Quizzes
June 17	Chapters 4 & 5	2 LearnSmarts, 2 Quizzes Discussion 2 due
June 21	Chapters 6 & 7	2 LearnSmarts, 2 Quizzes
June 24	Chapters 8 & 9	2 LearnSmarts, 2 Quizzes Discussion 3 Due
June 26	*Last Day to drop Summer I courses*	
June 28	Chapters 10 & 11	2 LearnSmarts, 2 Quizzes
July 1	Chapters 12 & 13	2 LearnSmarts, 2 Quizzes Discussion 4 Due
July 5	Chapters 14 & 15	2 LearnSmarts, 2 Quizzes Discussion 5 Due
July 8	Chapters 16 & 17	2 LearnSmarts, 2 Quizzes
July 10	Chapters 18 & 19	2 LearnSmarts, 2 Quizzes Discussion 6 Due
July 11	Grades Assigned	