

**South Plains College**  
**Common Course Syllabus: PSYC 2314**  
**Revised 08/2025**  
**Fall 2025**

**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.

**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: 12:15pm-1:00pm & 2:15pm-3:00pm in Levelland (ADMIN Rm152)  
Tuesday & Thursday: 9:15am-11:00am and 12:15pm-1:00pm Downtown (Rm 2013)  
Friday: 10:00am-11:00am

Email Address: [jharris@southplainscollege.edu](mailto: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	
<b>TOTAL</b>	<b>1000</b>	

**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):** Information will be provided closer to the assignment due date

**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.

<b>DATE</b>	<b>TOPIC</b>	<b>EXAM/ASSIGNMENT</b>	<b>READING</b>
08/26	WELCOME/INTRO		
09/02	(THEORIES)ERIKSON		CHAPTER 1
09/09	PRENANTAL DEVELOPMENT		CHAPTER 2
09/16	PRENANTAL DEVELOPMENT		CHAPTER 2
09/23	INFANCY		CHAPTER 3
<b>09/25 (THURSDAY)</b>		<b>EXAM 1</b>	
09/30	TODDLERHOOD		CHAPTER 4
10/07	EARLY CHILDHOOD		CHAPTER 4/5
10/14	MIDDLE CHILDHOOD		CHAPTER 5
<b>10/16 (THURSDAY)</b>		<b>EXAM 2</b>	
10/21	ADOLESCENCE		CHAPTER 6
10/24 (FRIDAY)		WRITING ASSIGNMENT DUE BY MIDNIGHT	
10/28	ADOLESCENCE		CHAPTER 6
11/04	EMERGING ADULthood		CHAPTER 7
11/11	EARLY ADULthood		CHAPTER 8
<b>11/13 (THURSDAY)</b>		<b>EXAM 3</b>	
11/18	LATE ADULthood		CHAPTER 9
11/25	END OF LIFE		CHAPTER 10
12/02	DEATH AND DYING		CHAPTER 10
<b>12/04 (THURSDAY)</b>		<b>EXAM 4</b>	
12/05 (FRIDAY)		END OF SEMESTER PROJECT DUE (BY MIDNIGHT)	
12/08-12/12	FINALS WEEK (FINAL OPTIONAL)		