

PSYC 2314-152

Lifespan Growth and Development

Fall 2026 | Online | Dr. Serena Mangano

Accessible-format note: This version uses a single-column layout, built-in heading styles, descriptive links, simple tables with header rows, and text-based presentation of information that was previously shown in graphics. These features support screen-reader, keyboard, magnification, and Blackboard use. The detailed course policies below govern the course.

Quick Start: Course at a Glance

Course: PSYC 2314-152, Lifespan Growth and Development

Format: Online

Instructor: Dr. Serena Mangano

Course focus: Social, emotional, cognitive, and physical development from conception to death.

Course schedule and due dates: [Open the Blackboard course site](#)

Textbook: Lifespan Development, A Psychological Perspective, 4th Edition, Martha Lally and Suzanne Valentine-French (2022). [Open the accessible course textbook online](#)

How the Course Is Organized

- Weekly collaborative assignments use Perusall, linked through Blackboard.
- There are five non-cumulative Blackboard exams.
- The midterm project asks you to apply three lifespan-development theories to yourself.
- The final project uses a fictional lifespan case study and collaborative discussion.
- The Blackboard Class Schedule provides due dates, exam contents, and rubric information.

Contact and Office Hours

Office hours: Monday 1-3 pm-2:30 pm; Tuesday and Thursday: 4-6 pm; Friday 8-10 am; and by appointment. In-person and online. Online office hours access is available through Blackboard.

Office: Lubbock Downtown Center, Room 2004

Email: smangano@southplainscollege.edu

Phone: (806) 716-4668

Personal Information and Participation

This course addresses topics that are personal in nature. Students are encouraged to participate but are not required to share personal information with classmates. Use discretion in self-disclosure; confidentiality of information shared in class cannot be guaranteed.

South Plains College: General Course Syllabus PSYC 2314

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, 4th Edition, by Martha Lally and Suzanne Valentine-French (2022). [Open the textbook online](#)

Core Curriculum Requirement: 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.

Attendance Policy

Individual instructors will create an attendance policy that is consistent with the "Class Attendance" policies stated in the SPC General Catalog: 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.

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

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

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.

Purpose of ChatGPT and Other AI

ChatGPT is an advanced language model designed to provide assistance and engage in meaningful conversations. It is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

Academic Integrity

Using ChatGPT to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research, and analysis and appropriately cites all sources, including ChatGPT.

Collaboration and Consultation

While ChatGPT can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on ChatGPT for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing ChatGPT as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

Critical Thinking and Originality

ChatGPT can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on ChatGPT for answers deprives

students of the opportunity to develop their analytical and problem-solving skills. It emphasizes the importance of originality and independent thinking in all academic endeavors as part of the student's learning experience.

Ethical Use and Bias Awareness

ChatGPT is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by ChatGPT. Students must verify information from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

Responsible Engagement

Students should engage with ChatGPT in a respectful and responsible manner. Avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Uphold the standards of respectful communication, both in addressing ChatGPT and fellow classmates.

Compliance with South Plains College Policies

Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Familiarize yourself with the specific course policies regarding the use of ChatGPT or any other form of plagiarism and adhere to them throughout the semester.

Remember, ChatGPT is a tool to support your learning, but it cannot replace the critical thinking, creativity, and independent work that are integral to your academic growth.

See South Plains College Student Guide and South Plains College General Catalog for more information.

See instructor's course information sheet for more information.

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.

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

Instructor: Dr. Serena Mangano

Course Information: PSYC 2314-152, Fall 2026

Modality: Online

Office Hours and Contact

Office Hours (In Person and Online - Link on Blackboard):

- Monday 1-3 pm-2:30 pm;
- Tuesday and Thursday: 4-6 pm;
- Friday 8-10 am;
- By appointment.

Office Location: Lubbock Downtown Center, Room 2004

Email Address: smangano@southplainscollege.edu

Phone: (806)716-4668

Course Website: [Blackboard course site](#)

Textbook: Lifespan Development, A Psychological Perspective, 4th Edition, by Martha Lally and Suzanne Valentine-French (2022). [Open the textbook online](#)

Grading Policy and Method of Evaluation

It is possible to earn up to 500 points in this course, as follows:

Course Component	Weight
Syllabus and Blackboard Contract	0.5%
Introductions	0.5%
15 Weekly Assignments	45%
Midterm Project	9%
5 Exams	25%
Final Project	20%

Final Grades will be determined by calculating the total amount of points earned by you this semester. These points are percentages of the scores in the previous chart.

Grade	F	D	C	B	A
Points	0-299	300-349	350-399	400-449	450-500

Syllabus and Blackboard Contract

This low-stake assignment is meant to encourage your knowledge of the syllabus and of Blackboard. See Class Schedule on Blackboard for due dates.

Introductions

Yes, you read it correctly! In this low-stake assignment, each student will introduce themselves to the class and me. See Class Schedule on Blackboard for due dates.

Weekly Assignments

They are worth 225 points, or 45% of your final grade. There will be one weekly collaborative activity in which you and your classmates will work together, offering comments, asking for clarifications, and adding your personal contribution. For these activities you will use Perusall, linked on Blackboard. Weekly assignments are available for seven days until their due date. Once the due date has passed, weekly assignments are no longer visible. Class Schedule with due dates, and evaluation rubric available on Blackboard. Late work is not accepted.

Exams

They are worth 125 points, or 25% of your final grade. Throughout the semester you will take 5 (five) non-cumulative exams on Blackboard. Exams may contain multiple choice, true/false questions, and short answers, and will be based on material covered in the course. Exams open 48 hours before they are due, and allow 1 attempt. You have up to 30 minutes to take the exams. See Class Schedule on Blackboard for exam due dates and contents. Late work is not accepted.

Midterm Project

This is worth 45 points, or 9% of your final grade. You will choose and apply to yourself three theories of Lifespan Growth and Development. You will use Perusall and comment on your classmates' contributions. Class Schedule with due dates, and evaluation rubric available on Blackboard. Late work is not accepted.

Final Project

This is worth 100 points, or 20% of your final grade. Using Perusall and working collaboratively with your classmates, you will read and discuss the case study of a fictional character, from conception to end of life. See the Class Schedule with due dates, and evaluation rubric available on Blackboard. Late work is not accepted.

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 assignments 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.

Resources for information on plagiarism and how to avoid it: [South Plains College plagiarism resource](#) and [Penn State plagiarism tutorial](#).

Artificial Intelligence (AI) Resources

There are now websites that generate semi-unique material that somewhat resembles original material. Since technology is available to create this content, technology is also available to detect this content. Make no mistake, this is plagiarism. I am not asking AI to write assignments, I am asking you, the student, to write your comments and reflect on what you are learning. Personally, I could not care less about what AI writes. I am interested in what YOU, the student, have to say 😊 Having said this, if you submit work that I suspect it is not your own, original material, I will assign a grade of zero and will request a meeting with you. That zero can be replaced with a higher grade if you prove to me that said work was your own. Otherwise, the zero will stay, and the incident will be detailed to the Dean of Students for disciplinary actions.

Late Work and Missed Work

The work is due on the dates assigned and late submissions will not be accepted unless you have valid and verifiable documentation presented within 5 working days from the date.

Documentation provided later will not be accepted. It is your responsibility to inform me of emergencies and provide me with the necessary documentation. Please remember that in college you cannot wait until the end of the semester to do the work.

For the Schedule, please see [Blackboard](#).

College Policies and Course Expectations

1) South Plains College Policies: South Plains College policies concerning Disabilities, Non-discrimination, Title IX Pregnancy and Parenting Accommodations, CARE (Campus Assessment, Response, and Evaluation), Intellectual Exchange, Campus Concealed Carry, COVID-19, and AI (Artificial Intelligence) can be found here: [Syllabus Statements](#).

2) Respect for Your Professor and Your Classmates: All students will maintain and expect respect for professor's and fellow classmates' personal beliefs, values, morals and life situations. Insensitivity concerning race, language/accent, religion, gender, sexual orientation, mental/physical disability, psychological disorders, age, or socio-economic status (family situation), etc. will not be tolerated and will have consequences on the student's academic standing.

3) Proper Manners: Please be mindful of the required netiquette to interact online and in person with your classmates and with me. When you email me, you will use proper salutation (Dr. Mangano, not Miss, Mrs., Serena, or anything that is unprofessional), greetings, and the necessary formal register that is appropriate for communications with your professors. If you fail to do that, I will ask you to properly reword your emails before I answer you. This is college, and it is important that you learn to be professional in all your interactions. Inappropriate and rude behavior will be reported to the Office of Student Conduct and will have serious consequences on your grades.

4) E-mails: When you email me, please include your full name and the course you are taking, so that I can more readily understand your situation. Please only use your SPC email address for institutional communications. I will email you back as soon as possible, but please allow 24 hours for my response. If you email me during the weekend, I will reply by the next working day.

5) Grading Timeframe: I will grade your assignments as promptly as I can, but please allow up to two (2) weeks after the due date to see your points updated in the Blackboard gradebook.

6) General Behavior: “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.” (See Student Guide).

Sensitive Nature of Humanities and Behavioral Science Courses

Given the dynamics of individual, relational, familial, societal, and cultural development and issues, behavioral studies courses address many sensitive issues; this course is no exception. Lifespan and relational issues occur in the context of sexual, racial/ethnic, political, religious/spiritual, economic/social class, and disability/challenge concerns. The discussion of such issues will increase the student’s knowledge of developmental conditions in the modern world, but the information can be emotionally charged. It is also likely that the student will be exposed to diverse viewpoints; some viewpoints might differ from the student’s personal views. If a student chooses to remain in class, then they will be expected to respect the diverse viewpoints represented in course material, as well as the viewpoints of their classmates. If the student is easily offended by discussion of such issues, then should consider whether to remain enrolled in the course.

Disclosure of Personal Information

This course addresses topics that are personal in nature. Students are encouraged to participate in class discussion/presentations but are not required to share personal information with classmates. It is recommended that students use discretion in self-disclosure with classmates and the instructor. While it is expected that fellow classmates will be respectful and not disclose information that is shared in class, the instructor cannot guarantee confidentiality of information. Thus, students are responsible for the information that they share and should not share information they do not want others to know.