Department: Behavioral Sciences

Discipline: Psychology

Course Number: PSYC 2314

Course Title: Lifespan Growth and Development

Available Formats: Conventional, Online

Campuses: Levelland, Reese, Lubbock Center, Plainview, and Dual Credit Campuses

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: None

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook: *Lifespan Development: A Psychological Perspective, 4th Ed.,* Lally, M. & Valentine-French, S. (2022).

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: Dr. Andrea McCourt 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. Dr. McCourt is also the person responsible for entry of the data into Weave 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: See the Instructor's Course Information sheet for more specific guidelines regarding academic honesty.
The following policy relates to all SPC students: 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, but are not limited to, the following:
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, but are not limited to, the following:
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.

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.

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: **https://www.southplainscollege.edu/syllabusstatements/.**

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.

PSYC 2314, Lifespan Growth & Development: a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

<div style="border:1px solid black; padding:10px">

Instructor: M. Miller, MA, Associate Professor of Psychology

Instructor Office: SS117, Student Services Building, Levelland Campus, 806-716-2967

I am available by phone or walk-in during the office hours listed below. I can be available for virtual meetings via Collaborate upon request during these times as well.

Monday through Thursday: 9:30 am – 10:45 am

Tuesday and Thursday: 1:30 – 2:00 pm

Friday: 9 am – 11 am

Email Address: mamiller@southplainscollege.edu

Blackboard: This is an online course and will be conducted completely on Blackboard (southplainscollege.blackboard.com). All coursework must be submitted in Blackboard. You may contact me using Messages in Blackboard.

</div>

Textbook Information: *Lifespan Development: A Psychological Perspective* is an Open Educational Resource funded by a grant from the College of Lake County Foundation. It is available for free online or in a PDF with your Blackboard course.

Instructor's Course Policies:

Attendance & Withdrawal Policy: It is in the student's best interest to "attend" class frequently. This course is completely online, and does not have a set time for class meetings. Student attendance, in this case, refers to frequently logging into the course on Blackboard and completing coursework by specified deadlines (See Course Calendar). The last day to withdraw/drop with a grade of "W" is **April 30.** It is the student's responsibility to withdraw from this course if they wish. Otherwise, students will earn a letter grade at the end of the course based on their performance. For more information regarding drops/withdrawals, please visit https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php.

Technology Policy: Blackboard is the learning management system used to deliver this course (http://southplainscollege.blackboard.com). *It is essential that you have reliable access to the Internet, appropriate devices/software, and a working knowledge of Blackboard*. You should always have a backup plan in place should you encounter computer or internet 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. More information about online courses is available when you login to southplainscollege.blackboard.com on the Institution Page. Should you encounter technical difficulties contact your instructor immediately as well as **SPC technical support at blackboard@southplainscollege.edu** or call (806) 716-2962. Be sure to include your full name, course number, section number and a number where you can be reached when

contacting technical support. *Not knowing how something works or having personal computer or Internet difficulties will not suffice as an excuse for missed deadlines and will not constitute extensions or do-overs.*

Communication: You are expected to frequently check your SPC email, Blackboard Messages, and Blackboard Announcements. Your instructor will check SPC email & Messages each business day and will respond to communication within 1 business day.

Student Conduct & Online Behavior: In conjunction with the Student Conduct policy stated in the Common Course Syllabus, one must uphold proper and respectful communication with the instructor and fellow classmates at all times. All interactions will remain civil just as they would in a traditional classroom. Repeated violations of this policy may result in the student being dropped from the course with an 'X' or 'F.'

Written Work: All written work 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. This will relate to all written work done in the course.

Late work: Late work is not accepted in this course. All deadlines are provided on the Course Calendar document. All coursework must be submitted by the deadlines on the calendar to receive credit.

It is best to plan ahead and not wait until the last minute to submit any coursework. Most coursework can be submitted early, so take advantage and don't get stuck. However, in the event that you miss a deadline here is what you need to know:

1. **Discussions:** On one Discussion you may use what I call a "Freebie," which means you will receive full credit on that specific discussion (includes credit for Response & Replies). **You can only do this once during the course**, so use it wisely. To use this option, you will message your instructor **using Blackboard Messages within one week after** the discussion reply deadline, state that you would like to use your Freebie, and specifically state the discussion to which you would like it applied (e.g., "Dear Professor Miller, I would like to use my Freebie on the Discussion: Infancy through Early Childhood. Thank you so much and have a great day! Sincerely, <your name>"). This doesn't happen automatically; no Message, no credit, it's all on you. This option **cannot** be used on an exam or any project-related coursework, no exceptions.
2. **Lifespan Project:** on a case by case basis, project-related coursework may be accepted late for half credit. Message the instructor for permission to submit late.
3. **Exams:** If you miss a deadline on an exam or underperform for any reason, keep in mind that there will be an optional comprehensive final exam at the end of the course. Late exams and make up exams are not permitted for any reason, but if you take the Optional Comprehensive Final Exam, the score can replace your lowest exam score. (See 'Exams' policy for more information).

Course Calendar: At the end of this document a weekly list of coursework deadlines is provided. This document can also be found in your course on Blackboard. You are strongly encouraged to develop a system for keeping up with these deadlines. This might include printing out the Course

Calendar document and hanging in your home. Other options include writing deadlines in your own planner or calendar, or adding reminders in your phone or on other devices. It should be noted that even on days when you are not submitting coursework, you should still be studying, reading, re-reading, or reviewing other course materials on your own.

Academic Integrity: The expectation in this course is that students generate their own written ideas and work. It should be understood that students found guilty of cheating or plagiarism of any kind will earn a zero on the work in question for the first offense and will be dropped from the course with an 'F' should a second offense occur. **Any amount of dishonesty is subject to these consequences**, whether a lot or a little.

Violations of Academic Integrity can include but are not limited to one copied sentence in an essay, a missing or incorrect citation, an entire paper copied from someone/somewhere else (including AI generated content), one plagiarized idea or post on a discussion board, a copied exam or exam item, other coursework completed by someone other than yourself, or unethically using Internet searches or AI generators to complete your work.

You have also committed academic dishonesty when *sharing* course content, assignments, items, or answers. This includes sharing course content with other students, sharing or posting course content on websites such as Quizlet, Course Hero, or similar "study applications," **and feeding course content into AI generators.** The information and assignments in this course are proprietary and are not yours to share. For further information and examples please see the Catalog, Student Guide, or refer to www.plagiarism.org.

Grading Policy & Method of Evaluation:

It is possible to earn up to 610 points in this course. At the end of the semester, all points earned by you this semester will be added up for a grand point total. Students enrolled in this course as a dual credit student will also earn a numerical grade, which will be determined by the percentage of points earned in the course.

Your Point Total will determine your final letter grade by using the following scale/point ranges:

A= 546 - 610 points
B= 485 - 545 points
C= 424 - 484 points
D= 363 - 423 points
F= 0 - 362 points

Blackboard Gradebook: All grades and feedback will be posted in the Blackboard Gradebook. Grades and feedback are available for each item of coursework. Students are responsible for staying informed about their grading progress throughout the term.

- **Overall Grade** provides an indication of how many points a student has earned out of how many they have attempted. For example, if a student's Overall Grade shows "312/400" this means that the student has attempted 400 points in the course and has earned 312 of those points, or about 78% of the attempted points. As the student completes more work, both numbers should increase accordingly (more attempted, more earned). If the same student later completed an exam, which is worth 100 points, and earns a 72 on that exam, their new Overall Grade will be "384/500."

- **Grading Color Scheme (Blackboard)**: You will notice that each graded item presents in a color pill. The overall grade does as well: > 90% = green, 89–80% = yellow/green, 79–70% = yellow, 69–60% = orange, 59–50% = red (as shown below).
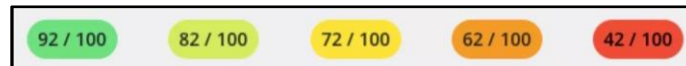
Coursework Items: All coursework will be submitted through Blackboard. Below is a brief description of all coursework that will be submitted for credit in this course:

Week 1 Coursework, Syllabus Assignment & Discussion: Introductions (5 points each): During Week 1 you will complete these two items of coursework. Though they will both have firm deadlines, these will be the only two items of coursework that you can submit as many times as you need to in order to earn full credit. They are both designed to ensure that you are familiar with the course policies, procedures, and tools before working on high-stakes coursework. The two items will account for about 2% of your final grade.

Discussions (4 discussions @ 25 points each): You will be required to engage in discussions related to course material. You will be given a prompt with a topic and specific instructions for how the discussion should be conducted. For each discussion, you will first compose an initial **Response post**, which will contain an original response to the prompt (you will not be able to see the posts of other students until you post the Response). Once you have posted your Response, you are to **Reply** to a minimum of 2 classmates on the discussion board. See the Course Calendar for specific posting deadlines; keep in mind that Responses and Replies will have different deadlines. In total, these discussions will account for about 14% of your final grade.

The primary goal for this portion of the course is to discuss what you are learning and how it applies to various situations. Treat this as you would any other written assignment in a college course; it is an opportunity to demonstrate your ability to understand the assigned topics. Therefore, you will be evaluated based on your ability to post useful, meaningful, and valuable information that demonstrates your understanding of the course material. Below are some tips to help you be successful on discussions:

- Be original: You should show originality and critical thought in your posts. Remember that these should demonstrate that you understand and can apply what you're learning in class. Each post should add a *new* idea, perspective, example, or explanation of the assigned topics.
- Be original, part 2: You should avoid repeating yourself or someone else. If you repeat yourself or others in postings you will not receive full credit as repeating yourself shows limited understanding and repeating others shows nothing about your own understanding.
- Be original, part 3: AI generated content has no place in discussions. Your instructor and your classmates are far more interested in *your* thoughts and examples.
- Do more: You should avoid simply agreeing with or praising others. Stating "I agree" or "I love the way you said that" (or any similar comment) is not detailed or complex enough to earn points. You'll need to add more to meet the requirements.
- Write well/Proof-read: You should avoid using poor spelling grammar, capitalization, and punctuation. Keep in mind that a discussion is essentially a written assignment, which means that spelling, grammar, and proper writing will be factored in to your score.

Lifespan Project (100 points total): Over the course of the session you will be building an essay, which we will refer to as your "Lifespan Project." The objective of the essay is to compare and contrast two periods of the lifespan. This will include selecting two periods of the lifespan, summarizing the development that occurs in each period, and identifying ways in which these two periods of the lifespan are both similar and different.

You will submit individual pieces of this project during the session and in the end, you will put those pieces together in a final essay. The breakdown of each piece is as follows:

Selection of Periods of Lifespan for Compare/Contrast – 10 points
Summary of Period of Lifespan 1 – 20 points
Summary of Period of Lifespan 2 – 20 points
Submission of Lifespan Project Essay – 50 points

This project is designed to assess your ability to understand and explain concepts related to lifespan development and accurately communicate your understanding. Your Lifespan Project Essay will be in traditional essay format (i.e., an introductory paragraph, body paragraphs, a conclusion paragraph, complete sentences, proper grammar/spelling/capitalization that follow the guidelines of Standard Written English, citing sources). More specific instructions & information about evaluation will be given in your Blackboard course; deadlines can be found on the Course Calendar. The Lifespan Project will account for about 14% of your final grade.

Exams (4 exams @ 100 points each): You will take 4 regular exams. The exams will be taken in Blackboard and will contain 40 multiple choice/true false questions and 2 short answer questions (approximately 50-word response minimum for each) over the assigned chapters. You will be provided with materials to help you prepare for each exam and it is in your best interest to read all related chapters and spend time preparing. The exams are timed (1 hour), so be sure you are ready to complete the exam in one sitting before you begin an exam; time starts as soon as you click Begin and cannot be paused. Each individual exam will account for about 16% of your final grade (66% in total).

Honorlock: All exams will utilize Honorlock, SPC's proctoring service. While taking an exam, the browser extension will restrict your ability to copy/paste, limit browser activity (only specific URLs will be allowed), and disable printing abilities. This does **NOT** require the use of a webcam and will not record your activity, but will require use of a computer device, use of Google Chrome, and the Honorlock extension to be downloaded.

Optional Comprehensive Final Exam: At the end of the term you will have the option to take a comprehensive final exam. This exam will contain 100 multiple choice questions over every chapter covered in the course. This exam grade can replace your lowest score on any previous exam. If your lowest score is on the comprehensive exam, your previous 4 exam scores will remain the same and the Optional Comprehensive Final Exam will not factor into your final grade. If you do not take this exam at all, it will not factor into your final grade and your previous 4 exam scores will stay the same.

Each week it is in your best interest to read the assigned chapters on your own. Take detailed notes and use the practice quizzes to check your understanding. Each week: read, study, review supplemental materials, complete work!

Units & Weeks of Coursework	Deadlines for the Week (all occur at 11:59 pm)	
Unit 1: Welcome to the Course (Week 1)		
Week 1: Welcome! (Begin by Jan 12)	DUE: Jan 16	Syllabus Assignment
	DUE: Jan 16	Discussion: Introductions (1 Response & 2 Replies)
Unit 2: Chapters 1 & 2 (Weeks 2-4)		
Week 2: Chapter 1 (Begin by Jan 18)	DUE: Jan 22	Discussion Response: Theories of Human Dev
Week 3: Chapter 2 (Begin by Jan 25)	DUE: Jan 29	Discussion Replies: Theories of Human Dev
Week 4: Exam Week (Begin by Feb 1)	DUE: Feb 5	Lifespan Project: Selection of Periods &
	DUE: Feb 5	Exam 1: Chapters 1-2
Unit 3: Chapters 3-5 (Weeks 5-8)		
Week 5: Chapter 3 (Begin by Feb 8)	DUE: Feb 12	Discussion Response: Infancy - Middle Child.
Week 6: Chapter 4 (Begin by Feb 15)	DUE: Feb 19	Discussion Replies: Infancy - Middle Child.
Week 7: Chapter 5 (Begin by Feb 22)	DUE: Feb 26	Lifespan Project: Summary of Period of Lifespan 1
Week 8: Exam Week (Begin by Mar 1)	DUE: Mar 5	Exam 2: Chapters 3-5
Unit 4: Chapters 6 & 7 (Weeks 9-11)		
Week 9: Chapter 6 (Begin by Mar 8)	DUE: Mar 12	Discussion Response: Adolescence - Emerging Ad.
Week 10: Chapter 7 (Begin by Mar 22)	DUE: Mar 26	Discussion Replies: Adolescence - Emerging Ad.
Week 11: Exam Week (Begin by Mar 29)	DUE: Apr 2	Lifespan Project: Summary of Period of the Lifespan 2
	DUE: Apr 2	Exam 3: Chapters 6-7
Unit 5: Chapters 8-10 (Weeks 12-16)		
Week 12: Chapter 8 (Begin by Apr 5)	DUE: Apr 9	Discussion Response: Late Ad. - End of Life
Week 13: Chapter 9 (Begin by Apr 12)	DUE: Apr 16	Discussion Replies: Late Ad. - End of Life

Week 14: Chapter 10 (Begin by Apr 19)	DUE: Apr 23	Lifespan Project: Essay
Week 15: Exam Week (Begin by Apr 26)	DUE: Apr 30	Exam 4: Chapters 8-10
Week 16: Final Exams Week	DUE: May 6	Optional Comprehensive Final Exam