

## Common Course Syllabus

### Contact information

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### Course-Specific Information

**Department:** Behavioral Sciences

**Discipline:** Psychology

**Course Number:** PSYC 2314

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

**Course Name:** Lifespan Growth and Development

**Satisfies a core curriculum requirement?** Yes, Behavioral or Social Science

**Prerequisites:** TSI reading compliance for INET **Available Formats:** conventional; INET

**Campuses:** Levelland, Reese, ATC, Plainview, INET

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

(Some instructors require REVEL access code; See Instructor's Course Information)

**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.

**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).

**Disability Services:** 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) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**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 of Student Affairs.

All students are entitled to equal rights under the affirmative action and equal opportunity laws. Students are also protected against unjust or biased academic evaluation, but at the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. (See Catalog/Student Guide for full definitions and policies)

## Course Schedule

|      |  |
|------|--|
| 6/4  | Introduction and Syllabus Review               |
| 6/5  |  |
| 6/6  | Ch. 1 A Cultural Approach to Human Development |
| 6/7  | Ch. 2 Genetics and Prenatal Development        |
| 6/11 | Ch. 3 Birth and Newborn Child                  |
| 6/12 | Ch. 4 Infancy                                  |
| 6/13 | Ch. 6 Toddlerhood                              |
| 6/14 | Ch. 6 Early Childhood                          |
| 6/18 | Ch. 7 Middle Childhood                         |
| 6/19 | Ch. 8 Adolescence                              |
| 6/20 | Ch. 9 Emerging Adulthood                       |
| 6/21 | Ch. 10 Young Adulthood                         |
| 6/25 | Ch. 11 Middle Adulthood                        |
| 6/26 | Ch. 12. Late Adulthood                         |
| 6/27 | Death and Afterlife Beliefs                    |
| 6/28 | Presentations                                  |
| 7/2  | Final Exam                                     |

\*This syllabus is tentative and subject to change.

\*\* Schedule of assignments and exams will be given throughout the semester.