Course Syllabus
Life Span Growth & Development
PSYC 2314 – Spring 2015
Liberal Arts Division Office: A-310
Phone: (972) 273-3480
Call the office for hours of operation.

Instructor Information
Instructor’s Name: Nancee Ott
Email Address: nott@dcccd.edu
Office Phone Number: Text only 972-800-8912
Office Location: A318 Central Campus
Office Hours: T & R: 4:00 AM – 5:30 PM and SAT: 8:00 AM – 9:00 AM

Course Information
Course title: Life Span Growth and Development
Course details: PSYC-2314-73250 (9:00 AM – 12:30 AM)
Class location: Check eConnect on the first day of classes for room assignment.
Credit hours: 3 lecture hours
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 prerequisites: One of the following must be met: DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course.
Coordinating Board Academic Approval Number 42.0101.51 25

No Required Textbook
Core Curriculum of the Colleges of DCCCD:
Psychology 2314 is a Tier 2 course in the Self and Society learning category. “Knowledge and skills learned in Tier 1 are reinforced and applied. The Self and Society category is designed to compare and contrast your knowledge of social behaviors. You will find opportunities to question the roles both you and others play in addressing the issues of our society.” -DCCCD Catalog

Texas Core Curriculum

STATEMENT OF PURPOSE
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. Psychology 2314, as part of the core curriculum, satisfies the following Core Objectives in Psychology defined by the Texas Higher Education Coordinating Board.

CORE OBJECTIVES FOR PSYC 2314
- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

LEARNING OUTCOMES FOR PSYC 2314
Upon successful completion of this course, PSYC 2314 students will:
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.
Assessment of Course-Level Outcomes:
Psychology 2314 students will be able to expect the following achievements at the end of this course.

1. All students in Life Span Growth and Development will be able to recognize and comprehend the stages associated with Jean Piaget’s Theory of Cognitive Development, as demonstrated by at least a 50% improvement on the post-test compared to pre-test scores as measured by a departmental exam.
2. All students in Life Span Growth and Development will be able to recognize and comprehend the stages associated with Erik Erikson’s Theory of Psychosocial Development, as demonstrated by at least a 50% improvement on the post-test compared to pre-test scores as measured by a departmental exam.
3. All students in Life Span Growth and Development will be able to recognize and comprehend the stages associated with Lawrence Kohlberg’s Theory of Moral Development, as demonstrated by at least a 50% improvement on the post-test compared to pre-test scores as measured by a departmental exam.

Institutional Policies for Student Success

Drop Policy
If you are unable to complete this course, you must officially withdraw by Thursday, April 16, 2015. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Academic Dishonesty
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, “academic dishonesty, includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.”

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

What is Service Learning?
Service Learning (SL) is a program in which you will learn and develop through thoughtfully organized service experiences by participating in meeting real community needs. The program combines academic instruction along with active community service that utilizes both critical and reflective thinking skills that assist you in examining your civic responsibilities in the world in which you live.

See your eCampus classroom for enrollment instructions. For questions or concerns, contact the Service Learning Coordinator, Katherine Villarreal, at nlcsl@dcccd.edu.
The Academic Skills Center (ASC)
The ASC is designed to provide the following assistance to students:

- An ESOL lab with computer access.
- Free tutoring for students enrolled in foreign language or Developmental Reading courses.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  o After logging on to eCampus, click on the Community Tab at the top.
  o Type “Owl” in the search field and click “Go.”
  o Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  o Once enrolled, students can receive services from the OWL.
- The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

Financial Aid Statement
If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend class or participate after the drop date, you are also subject to this policy.

Stop Before You Drop
If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a "W." Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at North Lake College Advising: Drop or Withdrawal http://www.northlakecollege.edu/admissions-and-registration/admission-and-registration/Pages/drop-or-withdrawal.aspx or DCCCD catalog https://www1.dcccd.edu/catalog/ss/oep/dw.cfm.

Requirements of the Americans with Disabilities Act
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/Disability Services Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ADA/Disability Services Office.
Notification of Absence because of Religious Holy Days
If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Counseling Services
Counseling Services are available to all currently enrolled students free of charge. To schedule an appointment please call, 972-273-3333 or come to A 311.

STUDENT RESPONSIBILITIES
- Attend class. If you miss class, request to copy a classmate’s notes upon your return.
- Make at least one class acquaintance so that notes & instructions can be exchanged.
- Submit all assignments, including extra credit, on time and in the form required.

CLASSROOM GUIDELINES
- Refrain from talking with your neighbors, unless it is required by the assigned class activity. “Side-talk” is very disruptive to your classmates and myself, even when done in a low volume.
- Unless you wish to do so, it is NOT necessary to raise your hand to speak. However, please wait until the opportunity arises, so as to not interrupt someone else who may have the floor.
- In the event that anyone discloses something of a personal or confidential nature, do not share this type information with anyone outside of the classroom.
- You are permitted to use a laptop computer but only for the sole purpose of taking class notes on a word processor. If I become aware that you are utilizing it for any other reason during class (being online, checking email, etc.), I will ask you to refrain from using it during all remaining class meetings.
- Refrain from texting, making or receiving phone calls or using headphones during class time. If you are ever expecting an important phone call, please inform me of this before that particular class begins and set your phone to vibrate.
- If you know that you will have to leave class a little early one day, please communicate this to me before that class begins.
- If you miss class, you are welcome to attend a different class session the same day.
- Do NOT utilize any type of audio or video recording devices during class. If you have an ADA provision allowing this, please provide the required documentation.

COUNSELING SERVICES
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by or supervised by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills.

To make an appointment call 972-273-3333 or go to A 311.

For additional information go to:

http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx
EVALUATION PROCEDURES
During the semester, four exams will be taken, including the final exam worth 25 points each. There will be a research paper due for a total of 100 points. 10 journal entries due with a 10 each possible. Assignments during the semester will be worth 5 points each for a total of 50 points. Attendance and class participation are critical and will be worth 50 points. The semester project will be worth 100 points. Your perspective is important! This attendance and participation grade will be weighed equally. This total, plus any extra credit points, will make up the student's final class grade. See below for a more detailed explanation.

Grading Scale
Total Possible Points: 500
Discussion/Attendance: 50 possible points
Assignments: 50 possible points
Journal Entries: 100 possible points
Research Paper: 100 possible points
Each Exam: 25 points for a total of 100 possible points
Semester Project: 100 possible points
Extra Credit: Opportunities will be provided and explained during the semester

Grade of A = 450-500 points (90% or higher of the total possible points)
Grade of B = 400-449 points (80% or higher of the total possible points)
Grade of C = 250-399 points (70% or higher of the total possible points)
Grade of D = 300-349 points (60% or higher of the total possible points)
Grade of F = Less than 300 points (59% or lower of total possible points)

NOTE: The instructor reserves the right to include additional assignments, tests and/or unannounced quizzes, increasing the number of total possible points.

Course Policies
Attendance & Class Participation: To successfully complete the course requirements for PSYC 2301 and receive a passing grade, students will be expected to attend all classes and participate in class discussion as evidence of motivation, persistence & commitment.

Attendance / Participation Grade
All students begin the semester with 50 points. Students will lose 5 points for each class that they do not attend. This point total will make up the attendance/participation grade.

Punctuality: Every 3rd time that students are late for class, they will lose 5 points from their attendance grade (the equivalent of one absence).

Make-up Exams
An excused absence is required to make-up an exam. This requires medical documentation for illness or pre-arrangement with the instructor. If you will be missing an exam, you must contact the instructor NO LATER than the day and time for which the exam is scheduled. If no contact is made, a grade of zero will be recorded and you will not be allowed to make up the exam.
<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17, 2015</td>
<td>Welcome to Life Span Growth &amp; Development Psychology—Syllabus &amp; Course Orientation (Introduction and Research)</td>
</tr>
<tr>
<td>January 24, 2015</td>
<td>LAB TIME</td>
</tr>
<tr>
<td>January 31, 2015</td>
<td>(Birth to Conception)</td>
</tr>
<tr>
<td>February 7, 2015</td>
<td>(Infancy)</td>
</tr>
<tr>
<td>February 14, 2015</td>
<td>(The Preschool Years)</td>
</tr>
<tr>
<td>February 18, 2015</td>
<td>(Middle Childhood)</td>
</tr>
<tr>
<td>February 21, 2015</td>
<td>(Adolescence)</td>
</tr>
<tr>
<td>March 7, 2015</td>
<td>LAB – 9:30 – 10:30 AM</td>
</tr>
<tr>
<td>March 7, 2015</td>
<td>EXAM 2 – 11:00 – 12:00</td>
</tr>
<tr>
<td>March 14, 2015</td>
<td>NO CLASS – SPRING BREAK</td>
</tr>
<tr>
<td>March 21, 2015</td>
<td>(Early Adulthood)</td>
</tr>
<tr>
<td>March 28, 2015</td>
<td>(Middle Adulthood)</td>
</tr>
<tr>
<td>April 4, 2015</td>
<td>NO CLASS – Holiday</td>
</tr>
<tr>
<td>April 11, 2015</td>
<td>(Late Adulthood)</td>
</tr>
<tr>
<td>April 18, 2015</td>
<td>(Death and Dying) EXAM 3</td>
</tr>
<tr>
<td>April 25, 2015</td>
<td>LAB TIME</td>
</tr>
<tr>
<td>May 2, 2015</td>
<td>SEMESTER PROJECTS (groups 1-6)</td>
</tr>
<tr>
<td>May 9, 2015</td>
<td>SEMESTER PROJECT (groups 7-10)</td>
</tr>
</tbody>
</table>

**Semester Project**

Rules during presentation:
- Points will be taken off if caught talking while a presentation is given.

Group assignment:
- Each group will assign a leader for the group and turn your presentation into leader by April 25 in a PowerPoint format.

Leaders assignment:
- The leader will put the presentations in correct order and in one PowerPoint.

There will be group presentations due the last two days of class. Each group will consist of approximately three to four people. **Minimum presentation is 4 slides per person and will be graded on content, delivery and overall presentation.**

<table>
<thead>
<tr>
<th>Age</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal</td>
<td>1.</td>
</tr>
<tr>
<td>Birth-1</td>
<td>2.</td>
</tr>
<tr>
<td>2-3</td>
<td>3.</td>
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<tr>
<td>4-6</td>
<td>4.</td>
</tr>
<tr>
<td>7-12</td>
<td>5.</td>
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<tr>
<td>13-19</td>
<td>6.</td>
</tr>
<tr>
<td>40-64</td>
<td>8.</td>
</tr>
<tr>
<td>65 and up</td>
<td>9.</td>
</tr>
<tr>
<td>Death &amp; Dying</td>
<td>10.</td>
</tr>
</tbody>
</table>
## Grading Scale Addendum:

### Journal Entry Rubric (worth up to 10 pts each)

<table>
<thead>
<tr>
<th>Points</th>
<th>(+2 pts each)</th>
<th>(-2 pt each)</th>
<th>(-5 pts each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>250 words or more</td>
<td>200 – 249 words</td>
<td>200 words or less</td>
</tr>
<tr>
<td>Originality</td>
<td>Critical thinking, no copying or pasting</td>
<td>Some critical thinking, copying or pasting</td>
<td>No critical thinking and/or copying and pasting</td>
</tr>
<tr>
<td>Grammar</td>
<td>No spelling and grammar errors</td>
<td>Five or less spelling and grammar errors</td>
<td>More than five spelling and grammar errors</td>
</tr>
<tr>
<td>Date due</td>
<td>Submitted on time</td>
<td>Submitted 1 day late</td>
<td>Submitted more than one day late</td>
</tr>
<tr>
<td>Capitalization</td>
<td>No capitalization errors</td>
<td>Five or less capitalization errors</td>
<td>More than five capitalization errors</td>
</tr>
</tbody>
</table>

### Final Project (Presentation) Rubric (worth up to 100 pts)

Scale: 4=Excellent, exceeded the requirements to a high degree, 3=Very Good, exceeded the requirements, 2=Met the requirements, and 1=Needs some improvements; have not quite met the requirements

**Presentation Outline**

Outline or note cards for Presentation = 8 pts.

4 3 2 1 X (2 pts each) _______

**Content of Presentation**

Introduction, theory, conclusion, and references = 36 pts.

4 3 2 1 X (8 pts each) _______

**Grammar**

Free of grammatical errors. = 8 pts.
(No copying and pasting, in own words)

4 3 2 1 X (2 pts each) _______

**Slides**

4 slides per person. = 8 pts.

4 3 2 1 X (2 pts each) _______

**Delivery and Presentation**

Oral delivery

(varied rate, pitch, force, and quality) = 20 pts

4 3 2 1 X (5 pts each) _______

Nonverbal delivery

(eye contact, facial expressions, gesture, posture) = 20 pts

4 3 2 1 X (5 pts each) _______
Grading Rubric for Research Paper using APA Style

Name:

_____ (10 points) APA Style Format

_____ (10 points) Title page & Abstract
   _____ (5) Title Page
   _____ (5) Abstract

_____ (10 points) Introduction
   _____ (5) Research subject is clearly identified
   _____ (5) A general overview of the subject is provided

_____ (20 points) Methods/Support
   _____ (5) Participants
   _____ (5) Research Method
   _____ (5) Measures used to support thesis
   _____ (5) Procedure used to get support

_____ (20 points) Results
   _____ (5) Discussion of analysis of your finding
   _____ (15) Tables/figures/graphs

_____ (10 points) Discussion/Conclusion
   _____ (3) Hypothesis supported or not
   _____ (3) Future potential studies

_____ (10 points) References (at least 2-4)

_____ (10 points) Proofreading/grammar/clarity

______ (100 points) TOTAL SCORE - GRADED