SYLLABUS
Richland College
School of Learning Enrichment and Academic Development (LEAD)
Crockett Hall, C243, (972) 238-6230

PSYCHOLOGY 2314-93403
LIFESPAN GROWTH AND DEVELOPMENT
Spring 2015

Instructor Information:
Name: Dr. Sue Jones
Office: B223
E-mail: sjones@dcccd.edu
Virtual Office Hours: 10:30 - 11:30 a.m., Monday through Friday
The best way to contact me is by e-mail. If you contact me at a time other than my virtual office hours, I will respond within 24 hours.

Required Textbook & Software:
For our course you will need a textbook and a software access code:

- **Access code** for *Connect*, McGraw-Hill’s software program that is linked with our course in eCampus

The soft-cover book bundled with an access code, ISBN **9780078123733** (no ebook), is available in the Richland College (Follett) bookstore. This textbook/access code combination was developed by the publisher for PSYC 2314 at Richland College.

Course Description:
This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course.

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading and Psychology 2301 recommended.

*This course is a study of human growth, development, and behavior. Emphasis is on psychological changes during life. Processes of life from prenatal beginnings through adulthood and aging are included.*

Course Objectives:
Students who successfully complete this course will be able to:
1. Describe genetic, biological, environmental, and socio-cultural influences on each major stage of development from prenatal through aging.
2. Distinguish the major approaches in developmental theory and research.
3. Differentiate between normal and exceptional development.
4. Utilize the principles of development to enhance their own lives.
5. Meet educational requirements for careers in medical, teaching, and psychology-related fields.
Evaluation:
Your course grade will be determined by your performance on the following:

Introductory Assignments:
  Syllabus/Orientation Quiz – This quiz covers the material contained in the course Syllabus and Orientation. It consists of 15 multiple choice questions worth one point each. (Total maximum points for this activity = 15.)
  Class Introductions – In this discussion forum you will introduce yourself to the class and respond to the introductions of at least two classmates. (Total maximum points for this activity = 20.)

Discussion Forums:
There are 3 Discussion Forums, each worth 40 points maximum. There are two parts to each Discussion Forum, each worth 20 points maximum:

  In Part I you will post your original response to the prompt(s). Your response should be thorough (completely answering all prompt(s) or question(s)), clearly communicated, and reference the text, other readings, and podcasts as appropriate. Be sure to properly cite the source(s) of your information. Use correct grammar, punctuation, and spelling, and write in complete sentences. Do not use “text” language or other abbreviations that are not appropriate for a college-level assignment.

  In Part II you will reply to at least 3 or more of your classmates. At a minimum, you will reply to the classmate who posts just before you and the classmate who posts just after you, plus one other post that you choose. Your reply should directly address the posting and contribute to the discussion. Provide thoughtful and logical responses. Avoid simple replies such as “Great post.” “I agree with you totally.” “Good thinking, keep up the good work.” “Your post really made me think about this.”

  Each Discussion Forum has two (2) due dates—one (1) for your original response and one (1) for your replies to classmates. (Total maximum points for this activity = 120.)

Connect:
There are four types of assignments in Connect:

  • Pre-Tests: These quizzes are available for each chapter. Begin your work in the chapter by testing your knowledge of the chapter topic. This will help you know where you need to concentrate your efforts. Pre-tests are for your practice only. They are not graded and you can take them as often as you like.
  • LearnSmart: There is a LearnSmart activity associated with each chapter. After you have read the chapter, work through the LearnSmart assignment. You earn 5 points for completing each LearnSmart assignment. (Total maximum points for this activity = 95.)
  • Homework: Some chapters have homework assignments associated with them. These assignments combine reading with interactive exercises and/or videos. Each homework assignment is worth 10 points. You will complete 6 homework assignments from the 10 that are available. (Total maximum points for this activity = 60.)
  • Post-Tests: There is a post-test for each textbook chapter. Each post-test has 20 multiple choice questions worth 0.5 points each for a maximum total of 10 points. Post-tests have a time limit of 30 minutes and may be taken only once. (Total maximum points for this activity = 190.)

All assignments have due dates. A due date refers to 11:59 p.m. on that date.

Your final grade is based upon your Total Points for the semester and applied to the following scale:
Grading Scale:

- 450 – 500 (90%-100%) = A
- 400 – 449 (80%-89%) = B
- 350 – 399 (70%-79%) = C
- 300 – 349 (60%-69%) = D
- 0 – 299 (0%-59%) = F

Extra Credit:
You may do up to 4 additional homework assignments for extra credit. Each assignment is worth 10 points. Be sure to observe the due date associated with each assignment.

Course Drop Date:
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **Tuesday, February 24, 2015**. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

Students sometimes drop courses when help is available that would enable them to continue and successfully complete the course. I hope you will discuss your plans with me if you are considering dropping the course.

Academic Dishonesty:
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Please refer to the attached “Richland College Statement on Academic Honesty.”

All papers submitted in this course will automatically be put through an electronic originality check to determine that they are your own original work. Please do not be offended by this--it protects the students who are doing their own work in case another student turns in something he/she did not write and compromises the integrity of the course.

You will be asked to check a box that allows the paper to go into a database that protects it from being used by another student. It in no way compromises the copyright of the material. In fact, if another student should submit it at a later date, your earlier submission will help prove that you are the original writer of the piece.

Papers will still go through the originality check whether you choose to submit your paper to the Global Reference database or not.

Note that not only does the originality check determine if this material is published, but also if it has been turned in by another student (anywhere in the country). A paper bought on the Internet might well have been purchased by another student previously.

Institutional Policies:
For Richland College policies, please consult: [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf)

Academic Progress:
Students are encouraged to discuss academic goals and degree completion with their professors. Specific advising is available throughout the semester. Check Step 6 - Advisement and Registration at [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.
Learning to Learn: Developing Learning Power
Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto http://www.richlandcollege.edu/qep2013/.

In addition, this short video is an enjoyable introduction to Developing Learning Power: http://video.dcccd.edu/rtv/RLC/QEP2012.wmv

**Disclaimer:**
The professor reserves the right to amend this syllabus as necessary.
## Calendar/Due Dates

<table>
<thead>
<tr>
<th>ASSIGNMENTS/ACTIVITIES</th>
<th>DUE DAYS/DATES</th>
</tr>
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<tbody>
<tr>
<td>Syllabus/Orientation Quiz</td>
<td>Saturday, January 24</td>
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<tr>
<td>Class Introductions (Discussion Forum 1)</td>
<td>Monday, January 26</td>
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<tr>
<td>All Unit 1 Assignments</td>
<td>Friday, January 30</td>
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<tr>
<td>All Unit 2 Assignments</td>
<td>Tuesday, February 3</td>
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<tr>
<td>All Unit 3 Assignments</td>
<td>Tuesday, February 10</td>
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<tr>
<td>Initial responses to Discussion Forum 2</td>
<td>Friday, February 13</td>
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<tr>
<td>Responses to others’ posts (Discussion Forum 2)</td>
<td>Saturday, February 14</td>
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<tr>
<td>All Unit 4 Assignments</td>
<td>Tuesday, February 17</td>
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<tr>
<td>All Unit 5 Assignments</td>
<td>Friday, February 20</td>
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<tr>
<td>Initial responses to Discussion Forum 3</td>
<td>Sunday, February 22</td>
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<tr>
<td>Responses to others’ posts (Discussion Forum 3)</td>
<td>Monday, February 23</td>
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<tr>
<td>All Unit 6 Assignments</td>
<td>Tuesday, February 24</td>
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<td><strong>DROP DATE – Tuesday, February 24</strong></td>
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<tr>
<td>All Unit 7 Assignments</td>
<td>Friday, February 27</td>
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<tr>
<td>Initial responses to Discussion Forum 3</td>
<td>Sunday, March 2</td>
</tr>
<tr>
<td>Responses to others’ posts (Discussion Forum 3)</td>
<td>Monday, March 3</td>
</tr>
<tr>
<td>All Unit 7 Assignments</td>
<td>Friday, February 27</td>
</tr>
<tr>
<td>Initial responses to Discussion Forum 4</td>
<td>Tuesday, March 3</td>
</tr>
<tr>
<td>Responses to others’ posts (Discussion Forum 4)</td>
<td>Wednesday, March 4</td>
</tr>
<tr>
<td>All Unit 8 Assignments</td>
<td>Thursday, March 5</td>
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<td><strong>SEMESTER ENDS – FRIDAY, MARCH 6</strong></td>
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The Richland College Statement on
Academic Honesty

This statement clarifies academic honesty for the Richland College teaching-learning community. It identifies appropriate student behavior and describes teachers’ expectations of students.

We—the Richland College faculty, administration, and staff—are committed to honesty and fairness as we work with our students. We also expect our students to be honest and fair in the work they submit to us. This statement on academic honesty describes:

1) what we expect from students.
2) the consequences of their failing to meet those expectations.

Note: As we use the terms "honesty" and "dishonesty," we are referring to actions and behaviors; we are not judging the character of our students.

The Richland College faculty believes only a small minority of students "cheat," However, we believe academically dishonest students cheat the academically honest students. Therefore, we expect students who are aware of cheating to act honorably and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Expectations

1. We believe academic honesty is essential, and students should avoid actions that misrepresent academic success. We believe Richland College students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations-test administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

2. All forms of cheating on tests are academically dishonest. Students cheat when they:
   ► participate in any activity that falsely represents their ability to answer test questions.
   ► copy-with or with permission—from another student’s test.
   ► use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
   ► request answers or assist other students with answers without authorization.
   ► obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).

3. Student’s presenting another person’s work as their own is unacceptable. Often, academic work permits and even encourages students to use another person’s words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
   ► Summarize, paraphrase, or quote another person without giving proper credit.
   ► Submit papers written by someone else.
   ► Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).
When they have questions about when and how to credit other sources, students must seek clarification from the faculty. These matters are the student's responsibility.

4. **Unauthorized collaboration on assignments or tests is unacceptable.** Richland College supports authorized collaborative, cooperative learning. Therefore, we encourage study groups when students are preparing for tests, but students cheat when they:
   - Provide other students with answers on homework assignments.
   - Present work completed by someone else.

If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student's responsibility.**

**Consequences**

1. Faculty determine the appropriate consequences for students who fail to be academically honest. Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.

2. As consequences for academic dishonesty, faculty may:
   - assign a performance grade of "F" for the assignment or test.
   - document the incident in the student's Richland College file.
   - assign additional work.
   - take other appropriate disciplinary actions.

Repeated violations may result in the student's expulsion or suspension from the college. Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the Richland College Catalog or published in the DCCCD Catalog at [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm)