INSTRUCTOR: Dr. Stephen Link
OFFICE: K209
PHONE: 972/860-4139
E-MAIL: slink@dcccd.edu
OFFICE HOURS: 7:30 – 8:30 MONDAY - FRIDAY ON-LINE OR BY APPOINTMENT

CATALOG DESCRIPTION:

PSYC 2314 Lifespan Growth & Development (3)
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.
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. (3 Lec)
Coordinating Board Academic Approval Number 4227035125

PSYC Course Descriptions

(Course) 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.”

Psychology 2314, is part of the core curriculum and addresses the following Student Learning Outcomes and Core Objectives as set forth by the Texas Higher Education Coordinating Board:
COURSE MATERIALS


STUDENT LEARNING OUTCOMES

Students who successfully complete Psychology 2314 will 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.

CORE OBJECTIVES

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

INSTRUCTIONAL STRATEGY

Internet use, group discussions, internet demonstrations, and assigned activities will be utilized to achieve course objectives.

COMMUNICATION WITH YOUR INSTRUCTOR

I try to review and grade all newly posted material at least once a day. Also, you can expect me to respond to your emails normally within 24 hours. Be aware that while this is my general and intended practice, it is subject to the changes and chances of life.

Technical Requirements and Support (for eCampus users)
This course requires access to a computer, the Internet and e-mail. If you should have any technical difficulties, send an e-mail to helpdesk@dcccd.edu or call 972-669-6402. Also alert the instructor concerning any technical problems. Everything you need to know about the Dallas Community Colleges and distance education can be found at our website Dallas Community Colleges and distance education

INSTITUTIONAL POLICIES

FINAL WITHDRAWAL DATE: Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either the Admissions office or Advising Center. If you stop attending or are unable to complete this class and you do not withdraw
before the official drop date, you will receive a performance grade, usually a grade of “F.” Students
sometimes drop a class when help is available that would enable them to continue. Please discuss your
plans with the instructor if you feel you need to withdraw. The full drop and withdrawal policy is online in
the college catalog. The official drop date for this course is June 25, 2019.

All institutional polices can be found at the following website.
https://www.Brookhavencollege.edu/syllabusaddendum

Cheating, Plagiarism and Collusion

Scholastic dishonesty is a violation of the Code of Student Conduct and Hazing. Scholastic dishonesty
includes, but is not limited to, cheating on a test, plagiarism and collusion. Cheating includes copying from
another student’s test or homework paper; using materials not authorized; collaborating with or seeking
aid from another student during a test; knowingly using, buying, selling, stealing or soliciting (asking for)
the contents of an un-administered test; and substituting for another person to take a test. Plagiarism is
the appropriating (taking in a way that is illegal or unfair), buying, receiving as a gift or obtaining by any
means another’s work and the unacknowledged submission or incorporation of it in one’s own written
work. Collusion is the unauthorized collaboration with another person in preparing written work for
fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given
a failing grade on an assignment or test, a double deduction of points for the assignment, be failed for the
class or you can even be suspended from college.

Your enrollment indicates acceptance of the DCCCD Code of Student Conduct and Hazing.

Evaluation

1. Tests

Within each unit there is one examination. All tests will be taken on-line.

The exams consist of 50 multiple-choice questions. (2 points each. Maximum points 400)

You can prepare for exams by completing the practice tests in the publisher based online
material. Multiple choice questions on the exams are similar to the practice test questions in the
study guide and/or publisher supplied website.

<table>
<thead>
<tr>
<th>Test#</th>
<th>Test Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 2 Chapters 1 - 4</td>
</tr>
<tr>
<td>2</td>
<td>July 2 Chapters 5 - 8</td>
</tr>
<tr>
<td>3</td>
<td>July 2 Chapters 9 – 12</td>
</tr>
<tr>
<td>4</td>
<td>July 2 Chapters 13– 15 and epilogue</td>
</tr>
</tbody>
</table>
MAKE-UP TESTS (See policy in box below).

Students are expected to take the tests on time. Make up tests are available, but there will be a five-point reduction per day for any test taken late. Students who are late will have only one opportunity to take a test per testing period. Any student taking the last exam late will receive their final performance grade based on work complete to that point. After completing late exams your grade will be recalculated, with deductions, and a grade change form will be submitted by your professor to the academic dean. This process could entail a wait of 4-6 weeks depending on vacation schedules and college registry policies.

TESTING POLICIES

All tests will be given on-line. Students will have 60 minutes to complete the test. You will have two attempts per test. The highest grade will be recorded. This will be an open book test. As soon as you click on the test, the test will begin. Pace yourself. Study the material and only look up the answers that you are having trouble with. At the end of 60 minutes the test will end and submit. Stay active in your test, if you delay working on the test your internet provider might bump you off. If this happens you will not be able to get back on to finish your test. E-mail me if this happens. Do not save the test always select submit after taking the test.

2. All discussion questions will be posted in the discussion forum section of the course. All students will post one personal statement and a second statement that is a reaction to another student’s post. Answers to the question should be either personal, your opinion or factually based. In order to get the full eight points, you must have a quote to back up your opinions and have a few sentences that relate the question to your personal life experiences. Grading will be based on the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Personal and factually, referenced based statements (quotes) that are eight or more sentences.</td>
</tr>
<tr>
<td>7</td>
<td>Personal and factually, referenced based statements (quotes) that are seven sentences.</td>
</tr>
<tr>
<td>6</td>
<td>Personal based statements with six or more sentences. or Factually, referenced based statements (quotes) that are six sentences.</td>
</tr>
<tr>
<td>5</td>
<td>Factually, personal or opinioned based statements that are than five sentences.</td>
</tr>
<tr>
<td>4</td>
<td>Factually, personal or opinioned based statements that are four sentences.</td>
</tr>
<tr>
<td>3</td>
<td>Factually, personal or opinioned based statements that are three sentences.</td>
</tr>
<tr>
<td>2</td>
<td>Opinion based statements that are two sentences.</td>
</tr>
<tr>
<td>1</td>
<td>Opinion based statements that are one sentences.</td>
</tr>
</tbody>
</table>

Second statements responding to other students’ responses will receive a maximum of two points based on the following rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Opinion based statements that are four or more sentences</td>
</tr>
<tr>
<td>1</td>
<td>Opinion base statements that are three or less sentences.</td>
</tr>
<tr>
<td>0</td>
<td>Opinion based statements that are three or less sentences that agree with another student’s post.</td>
</tr>
</tbody>
</table>

Posted responses should be made during the posted time. The last possible time to post a response and receive credit is 11:59pm on the due date. There will be no credit given for posted responses that are late. You can make as many comments as you want, but you will only receive credit for the first two statements per discussions forum. (Maximum points 50)
Due Date | Topic
--- | ---
June 8 | Welcome to Developmental Psychology
June 10 | Why is a parent/child connection important and how would you facilitate this connection?
June 17 | What are four elements of a model elementary school?
June 24 | Develop a program to reduce adolescent drug abuse.
July 1 | List and describe three key elements for living a psychological healthy life.

3. **Student Learning Outcomes Test:**

In the Unit 4 you will find a test that will test your overall knowledge of this course. This test is to determine if you have mastered the state mandated Student Learning Objectives. Each test question is worth two points. Students may take the test up to two times and keep the highest grade. All tests are to be taken by **July 2** (Maximum points 40 points)

4. **Supplemental Readings:**

Each unit contains a folder with supplemental readings. You are to select the following number of readings from each unit.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Article</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>1</td>
<td>June 9</td>
</tr>
<tr>
<td>Unit 2</td>
<td>1</td>
<td>June 16</td>
</tr>
<tr>
<td>Unit 3</td>
<td>1</td>
<td>June 23</td>
</tr>
<tr>
<td>Unit 4</td>
<td>1</td>
<td>June 30</td>
</tr>
</tbody>
</table>

You are to select an article of interest and answer the short essay questions listed as “Reading Supplement Unit 1 Essay 1”, etc. This should be a highly interesting activity since you select the article you want to read. Each answer with the exception of Question 1 should be five to seven sentences. Minimum of fifty words maximum 250 words. (Maximum points 80)

**Reading Supplement Rubrics**

**Question 1:** What is the title of the article?

- 0 point Incorrect title
- 1 point Partial correct title
- 2 point Correct title

**Question 2:** List three main conclusions of the article.

- 0 points Failed to address question

1 Points Briefly discusses viability of one conclusion.

2 Points Briefly discusses viability of two conclusions.

3 Points Briefly discusses the viability of conclusions without referencing specific conclusions in essay.

4 Points Discusses viability of conclusions without referencing specific
conclusions in essay.
5 Points Discusses the viability of ideas of all three conclusions.
6 Points Elaborates on the viability of ideas of all three conclusions.

Question 3: Are the ideas presented in the article viable?
0 points Failed to address question.
1 Points Briefly discusses viability of one conclusion.
2 Points Briefly discusses viability of two conclusions.
3 Points Briefly discusses the viability of conclusions without referencing specific conclusions in essay.
4 Points Discusses viability of conclusions without referencing specific conclusions in essay.
5 Points Discusses the viability of ideas of all three conclusions.
6 Points Elaborates on the viability of ideas of all three conclusions

Question 4: How can the information in this article assist your psychological well-being?
0 Points Failed to address question.
1 Points Briefly discussed one personal connection to the information presented.
2 Points Discussed one personal connection to the information presented.
3 Points Briefly discussed two personal connections to the information presented.
4 Points Briefly discussed two personal connections to the information presented in a competent manner.
5 Points Elaborated on two personal connections to the information presented.
6 Points Extensively elaborated on two personal connections to the information presented

5. **Orientation Quiz:**

After reading this orientation you will take the fifteen question “Student Orientation Quiz” this will verify that you have completed the required orientation quiz and get you ready to succeed in the course. You will have one hour to complete the quiz. To be successful in an internet course you must read and understand all syllabus requirements. You may take this quiz twice with the best grade counting. No credit will be given for taking the quiz after the due date. (Maximum points 15)

**Due date June 8.**

**GRADING**

The final scores on each of the four examinations, critical thinking essays, the discussion forum, student learning objective test, reading supplement articles and extra credit will be added together to determine your final semester grade according to the following scale:

A = 526 - 585 points
B = 468 - 525 points
C = 409 - 467 points
D = 351 - 408 points
F = 350 points & below

Your final point total can be viewed in the Final Point Total column. This is a cumulative total that is updated when assignments have been graded.

**EXTRA-CREDIT**

Within this website you will be able to earn up to 20 extra credit points. These 20 points will be added
to your final grade. In each unit you will find a tab labeled extra credit. This will bring you to the article topics. Click the topic/article you want to read. The article will appear. Read the article and at the end of the article there is a “Quiz”. Select the quiz and an announcement will appear asking you if you are ready to begin the test. Select begin and the test will appear. Select the best answer for each question. Once you have started the test you cannot leave this page. Leaving the page will lead to a lock being placed on the test. Make sure you click on the submit button at the end of the test. Your test will be graded and the point total listed in the “my grades” section. Select an article that you are interested in. Make this an assignment that is enjoyable. Remember you can do as many articles as you want to reach the 20 points.

Extra Credit is a privilege that enables a student to raise their grade. The goal of the extra credit is for you to do additional work to receive “extra credit”. By not comprehensively reading the article you are not completing the “extra credit”. Anyone who commits academic dishonesty regarding extra credit will be penalized by reducing their point total by 40 points. All extra credit reading assignments are to be read and answers are to be selected based on the readings. You must read the article and complete the quiz immediately. Randomly selecting answers, skimming the article for answers, speed reading the article, and/or completing the quiz at a later date will be considered academic dishonesty. If you complete an article in less than five minutes you are probably committing academic dishonesty.

Remember you need to accumulate 80 correct answers to receive the 20 extra credit points.

Academic dishonesty policies apply to all extra credit assignments. Due date July 1.

Extra Credit Point Total Chart

To determine how many extra credit points you have accumulated just view the Total Point Column in the My Grades section. This gives you the summation of the total number of correct answers. Open up the Extra Credit Point Chart in the Getting Started section and view how many correct answers you have and what number of extra credit points it correlates to. Example: 13 correct answers equals 3 extra credit points. 36 correct answers equals 8 extra credit points. 68 correct answers equals 16 extra credit points.

Academic dishonesty policies apply to all extra credit assignments. Anyone who commits academic dishonesty regarding extra credit will be penalized by reducing their point total by 40 points. See orientation for further clarification.

Late Work Policy

Ample time has been allotted to complete each activity. All assignments are expected on or before the deadline indicated in the syllabus. I am certainly willing to work with you through extenuating personal circumstances should the need arise to submit a late essay. Any student that needs to submit a late paper must contact me in advance of the deadline for approval and to make alternative arrangements. You will be required to provide some form of written documentation in order to substantiate a request to submit a late assignment. If approved, late work will be considered for up to 50% of the original value of an assignment. Late work must be submitted within two calendar days (48 hours) of the original deadline (including weekends and holidays). If the assignment has not been submitted within the time allotted after the original deadline, it will receive a zero. Due to time constraints, late work will not be accepted in the final unit of the course (the final course deadline). Tests, discussion forums and extra credit are excluded from the late work policy and are due by the stated deadline.
Suggested Calendar

The following is a recommended calendar. Students who keep a schedule and space out their tests will finish on time without rushing to finish the last week. Since this is a self-paced internet class, students need to take the test by the final due date. Tests can be taken at any time.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10</td>
<td>Beginnings</td>
<td>Ch. 1,</td>
</tr>
<tr>
<td></td>
<td>The Science of Development</td>
<td>Ch. 2</td>
</tr>
<tr>
<td></td>
<td>Genes and Prenatal Development</td>
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<tr>
<td></td>
<td>First Two Years</td>
<td>Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Body and Brain</td>
<td></td>
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<tr>
<td></td>
<td>Psychosocial Development</td>
<td>Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Test 1 (Chapters 1 -4)</td>
<td></td>
</tr>
<tr>
<td>June 17</td>
<td>Early Childhood</td>
<td>Ch. 5,</td>
</tr>
<tr>
<td></td>
<td>Body and Mind</td>
<td>Ch 6</td>
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<tr>
<td></td>
<td>Psychosocial Development</td>
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<tr>
<td>June 24</td>
<td>Middle Childhood</td>
<td>Ch. 7</td>
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<tr>
<td></td>
<td>Body and Mind</td>
<td>Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Psychosocial Development</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Test 2 (Chapters 5 – 8)</td>
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<tr>
<td></td>
<td>Adolescence</td>
<td>Ch. 9</td>
</tr>
<tr>
<td></td>
<td>Body and Mind</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>Psychosocial Development</td>
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<tr>
<td>July 1</td>
<td>Adulthood</td>
<td>Ch. 11</td>
</tr>
<tr>
<td></td>
<td>Emerging Adulthood</td>
<td>Ch. 12</td>
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<td></td>
<td>Body and Mind</td>
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<td></td>
<td>Test 3 (Chapters 9 – 12)</td>
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<tr>
<td></td>
<td>Late Adulthood</td>
<td>Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Psychosocial Development</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td>Body and Mind</td>
<td>Ch. 15,</td>
</tr>
<tr>
<td></td>
<td>Death and Dying</td>
<td>Epilogue</td>
</tr>
<tr>
<td></td>
<td>Test 4 (Chapters 13 – 15, epilogue)</td>
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