Professor: **Dr. Jennifer Jones**  
Phone: 214-890-3869  
E-mail: jrjones@dcccd.edu  

Office: WH 276 (Wichita Hall)  
TR-2:00-3:00pm  

Section: 85001  
Credit Hours: 3  
Class Days: M-F  
Class Time: 11:50-1:50pm  
Class Room:  

Division: School of Social Sciences  
Office: C243 (Crockett)  
Phone: 972-238-6230

**THE PROFESSOR RESERVES THE RIGHT TO AMEND THE SYLLABUS AS NECESSARY**

**Required Materials**

**TEXT:** *Lifespan Development* (17th Ed.; 2019) by Santrock  
Publisher: McGraw Hill  
**ISBN:** 9781260924046

**YES YOU NEED THE BOOK 😊 Please do not ask me, “Do I really need the book?” The answer is YES YOU NEED THE BOOK 😊

**ECAMPUS:**

You will need to be able to access ecampus in order to do well in this course. Ability to access ecampus will facilitate tasks such as: completing assignments, communicating with your instructor, obtaining class notes, being able to receive your grades etc. It is STRONGLY recommended that you print off the notes prior to the lecture in order for you to have them while listening to lecture. Students who do this tend to perform much better in the course. I will provide you with all of my notes. I am a fast talker and the semester goes by very quickly so having the notes available to you will help you perform well in this course. You also want to make sure your personal information is correct (i.e., email address) because I will send you emails through this system and if you do not have an up to date email address you will miss out on important information I send you. You can get to ecampus by using a couple different methods:

1. You can go to Richland College’s homepage: [http://www.rlc.dcccd.edu/](http://www.rlc.dcccd.edu/) and on the right hand corner there is the word, “ecampus” in green letters. Click this and it will send you to ecampus.

2. This is a direct link to ecampus: 
   [https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp](https://blackboard2.dcccd.edu/webapps/portal/frameset.jsp)  
   This link will take you straight to ecampus’ homepage.

If you have never logged onto ecampus you will want to follow the instructions below the “user name” and “password.” I have also listed instructions here as well:

**VERY IMPORTANT:** If this is your first time to log in to ecampus, find the "Login Here" box. Type an "e" followed by your seven-digit Student ID# (it is very important to know this number; you will need it for many things on campus, including logging on to ecampus; I recommend memorizing this...
number as soon as possible) for BOTH the USERNAME and the PASSWORD as in the example below:

username: e9876543
password: e9876543

*You will be immediately prompted to change your password.

The ecampus login is NOT the same as the econnect login. If you still cannot log in, please contact Technical Support on the web or by phone at 1-866-374-7169 or 972-669-6402.

Course Information:

Prerequisite: One of the following must be met: (1) Developmental Reading 0093, (2) English as Second Language (ESOL) 0044, or (3) have met the Texas Success Initiative (TSI) reading standard and Psychology 2301 is recommended.

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

Objective: This course provides an introduction to the milestones of human development from conception to death. We will describe physical, cognitive, and social growth of people. The content is drawn from research and theories in developmental psychology. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course.

Learning Outcomes: Upon Completion of PSYC 2314, students should be able to demonstrate:
1. an understanding of developmental psychology throughout the lifespan.
2. an understanding of the research methods used in developmental psychology.
3. knowledge of the basic language of developmental psychology.
4. a description of the basic theories of developmental psychology and how they are used.
5. an understanding of how to apply the above to everyday life.

CORE OBJECTIVES

Critical Thinking Skills –The ability to think creatively, innovatively, inquire, and analyze, evaluate and/or synthesize information.

Written and Visual Communication Skills - The ability to effectively develop, interpret and express ideas through written, oral and/or visual communication.

Empirical and Quantitative Skills - The ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.

Social Responsibility - The ability to demonstrate intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in regional, national, and global communities.

Participation/Attendance

Attendance is not necessarily mandatory; however, it is a portion of your grade and if you do not come to class on a regular basis you will not do well and there is a much higher probability you will fail the course. Grade point average and class attendance are positively correlated, such that, the more you come to class the higher your grade. Reversely, the less you come to class the lower your grade. You
paid for this college class, so you might as well get something out of it. The tests are heavily influenced by lecture, in-class activities, and in-class discussions; therefore, if you miss class you will miss important information for exams and for your everyday life. Do not be dumb. Come to class.

Your participation grade will consist of:
1. Being present in class (i.e., not sleeping)
2. Staying in class (i.e., not coming in late, or leaving early)
3. Participating in class (i.e., via discussions in class, activities conducted in class)

*Students will lose a maximum of 2 points per day if they are not in class. Therefore, a student always knows his/her participation grade by adding up the amount of days missed, multiplying this number by 2, and then subtracting this number by 40. Points will also be deducted from your participation grade if you leave early, come late, sleep, etc. Summer courses are built to compact 16 weeks of material in 5 weeks; therefore, a student must make every attempt to be in class daily. We cover roughly 1 chapter’s worth of material every class period.

**Exams**

Three exams will be given throughout the semester. You will need three scantrons (Form No 882-E) for the three exams in the course. The can be purchased at the book store (located in the Sabine building), or there are vending machines with scantrons for purchase in El Paso and Medina buildings. They look like this:

![Scantron](image)

Each exam will be worth 100 points. The exams will be structured with a combination of multiple choice and short answer questions. Exam questions will be taken from class lectures and assigned readings. Make-up exams will only be administered if the student provides a University approved excuse (see Catalog). If a student has an university approved excuse AND CONTACTED ME regarding the missed exam then he/she can make up the exam on the day of the final exam (see schedule of final exams for date). This means, you the student, will have to study and take your final exam along with the exam that you missed (e.g., exam 1 or exam 2). It is highly recommended that you make every attempt to be there on the exam to avoid this situation. **Students have to CONTACT ME 1st in order to take any make-up test.** Students that did NOT CONTACT me will not be allowed to take the exam on the final exam date and the student will receive a zero and will fail the course.

**Assignments**

There will be two journal article summations that will be completed for this course. **I WILL NOT ACCEPT LATE WORK!! THE ANSWER IS NO, DON’T BOTHER ASKING.**

You will find 2-scientific, peer-reviewed, journal articles regarding lifespan and developmental psychology. This includes a wide-range of topics to choose from and many different developmental periods in life. I have provided you with an appropriate article and summation of this journal article for you to use as a template to write your own summaries on ecampus. **I HIGHLY RECOMMEND YOU FOLLOW THIS EXAMPLE!!** Your article must come from Richland’s library system: EBSCO search engine. Below are step by step instructions regarding logging on and searching for your journal article.

Follow these steps for utilization of the search engine EBSCO:

1. Go here: [http://richlandcollege.edu/library](http://richlandcollege.edu/library)
2. Click on “search databases”
3. Click on “Academic Search Complete”
4. Then you will get to the Library login page—type in your name and 7-digit ID #
5. Click “submit”

This will bring you to the EBSCO site:

1. Click “advanced search” – this will give you 3 options for word searches: you can search your key words in the title, text, the author, etc.—change the “select a field”
2. Click “peer reviewed” “full-text” and select the search date to 2008

You must make sure that this journal article is appropriate according to the criteria listed above (i.e., peer reviewed article, 2008-present, etc.). This article MUST involve empirical data, meaning the psychological concept was observed and/or experimented in some way (e.g., there will be a method, results, and discussion section in an appropriate source). It is HIGHLY RECOMMENDED AND ENCOURAGED that students ask for approval before using a source as their journal summary. This paper will need to follow APA (American Psychological Association) FORMAT! I have provided you with a template you can follow in order to correctly format your paper. You may also visit: http://www.apastyle.org/. This website has many useful instructions, video tutorials, etc.

In order to receive FULL CREDIT you must incorporate the following criteria:

a. 2 pages MAXIMUM
b. **APA style** (follow template, double space, times roman 12-font, etc.)
c. Article chosen must be **empirical** from 2008-present and must be **relatable to the class material**.
d. Spelling, grammar, sentence structure, punctuation, etc. **ALL must be 100% perfect**
e. Must be **well-articulated** sentence structures (PROOFREAD, PROOFREAD, PROOFREAD!!!!!) Have someone else **proofread** your paper!!
f. The paper must have a **coherent structure** (e.g., brief summation of the concepts investigated, the methodology used, the findings, critiques of study, and future directions for research) and it must flow well and **make sense**!
g. Student must present a **general understanding of the article chosen**.
h. Student must **follow all basic directions listed on the rubric** given that will be used to grade the summaries.

*Anything that deviates from what I have asked of you in this assignment WILL BE DEDUCTED FROM YOUR TOTAL AVAILABLE POINTS.*

**Extra Credit**

There are different opportunities for extra credit points in this course. You may choose any of the following choices stated below, but will only receive a **MAXIMUM of 10 points extra credit**. For example, if you completed two learning center workshops throughout the semester (which is a total of 10 points) and you did the research paper, you **WILL NOT get more than 10 points extra credit**. Please be aware of this and complete your 10 points wisely if you choose to engage in an extra credit opportunity.

1. **Attending a learning center workshop.**

Students may also earn extra credit by attending the learning center’s workshops. These are 50-minute workshops to help you in areas you choose (e.g., study skills, anger management, test anxiety). These
workshops are worth 5 extra credit points for each 50-minute workshop you attend. You may go to as many as you choose; however, you will only receive 10 extra credit points at the maximum which is two workshops. You will receive a sheet of paper you need to hand into me in order to receive credit. They only allow 15 people per session; therefore, you should not procrastinate! See website, under “Connections, Study Skill Workshops” for times and dates that the workshops will be held.  
http://www.rlc.dcccd.edu/tlc/

2. Complete research paper.

You may also write a research paper for the 10 point extra credit points. You will need to choose a psychological concept pertaining to the course and provide recent discoveries and theoretical explanations regarding your choice of psychological topic. This paper must be five pages and incorporate four scientific references with publications from 2008-present. Directions for this project will be posted on ecampus in a folder entitled, “extra credit opportunities.” It is very important to note that 10 points are not granted to a completed research paper. This paper needs to be up the college-level standard and if you do not meet all the criteria listed you WILL NOT receive the full extra credit amount. It is possible to complete a research paper and receive ZERO points because it was not completed correctly, according to standards, or did not meet criteria. It is recommended if you choose this opportunity you should start this project at the beginning of the semester and have an opportunity to receive feedback from me. I will not proofread your paper that is your responsibility. I will however give you feedback if you give me an ample amount of time to respond (which is NOT the due date!).

DIRECTIONS TO DR. JONES’ OFFICE:
*I have been told in the past that my office is difficult to find. If you decide to see me during my office hours my office is in the Wichita Hall (WH) building (building across from Sabine; on the West end of campus), room: 276. When you enter the WH building you will go upstairs and wall all the way down the hall until it dead ends (on the north end). Then you will take a right at the dead end and my office is on the very last hall. There are pictures all over the door along with my name; it is hard to miss once you get to the hallway. I recommend printing off the campus’ map and have it readily available until you know your way around the campus more. Here’s a link to get a campus map:
http://www.richlandcollege.edu/map/

Evaluation & Grading Scale
There is a total of 400 points to be earned during this course:

A = 400-360 points 100%-90%
B = 359-320 points 89%-80%
C = 319-280 points 79%-70%
D = 279-240 points 69%-60%
F = 239-200 points 59% and below

EXAM 1: 100 points
EXAM 2: 100 points
FINAL: 100 points
PARTICIPATION: 40 points
JOURNALS (2): 60 points (30 each)

Classroom Policies

1. Do not email or call to ask what materials will be in missed classes. Material covered in class is your responsibility. If you miss class, find a classmate with whom you can share resources. I do not have the physical time to recap everything to everyone who misses class. I suggest you make a genuine effort to be present during class and befriend classmates in order to get information missed in class.

2. Do not email or call asking to be bumped up to the next letter grade.
I do not entertain these requests. I have provided you with many opportunities for extra credit points.

3. **Do not email using poor communication form.**
I consider email to be a formal channel of communication. Therefore, I expect you to identify yourself, to use proper capitalization, spelling, and punctuation. Do not use « text language » or associated abbreviations. I have 200 hundred + students and I need you to tell me your name, course number, and section number. These things can be found on the syllabus. Emails that are not properly addressed and written will be ignored.

4. **Do not email or call about anything that is already explained in the syllabus.**
These emails/calls will be ignored. You have all the information about this course and the grading procedure on this document.

5. **Students are expected to be punctual.**
This involves you coming to class on-time and staying present the entire class (not sleeping, etc.). Actions that defy punctuality will be noted.

6. **Students are expected to be respectful to all other students and professor.**
Psychology courses seem to evoke debates, discussions, questions, personal anecdotes, etc. I appreciate and welcome these opportunities; however, you need to be open-minded, courteous, and practice your listening skills while others are speaking.

7. **Students are not allowed to bring any electronic device to class.**
This includes but is not limit to: cell phones, laptops, ipads, ipods, etc. You may RECORD the lectures if you would like, but please let me know. Food and drinks are allowed. 😊

*You have to provide me with your undivided attention for a maximum of the course. Please be respectful by attending class and being an active student for the duration of the course. In return, I promise you will learn, have fun, and be a little bit more disciplined at the end of the semester. Thank you 😊

**Institution Policies**
For Institutional Policies, please refer to the Richland College website at [www.richlandcollege.edu](http://www.richlandcollege.edu) or go to [www.richlandcollege.edu/syllabusinfo/syllabi1Fomation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabi1Fomation.pdf)

**ACADEMIC PROGRESS**
Students are encouraged to discuss academic goals and degree completion with their instructors. 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.
Tentative Lecture/Topic Schedule:

The Study of Human Development

Theory and Research

Forming a New Life

**EXAM 1: FRIDAY, JUNE 14TH**

The 1st 3 years: Physical/Cognitive & Psychosocial Development

Early Childhood: Physical/Cognitive & Psychosocial Development

**ARTICLE SUMMATION #1: THURSDAY, JUNE 20TH**

**EXAM 2: MONDAY, JUNE 24TH**

Middle Childhood: Physical/Cognitive & Psychosocial Development

Adolescence: Physical/Cognitive & Psychosocial Development

Emerging & Young Adulthood: Physical/Cognitive & Psychosocial Development

**ARTICLE SUMMATION #2: MONDAY, JULY 1ST**

**FINAL: WEDNESDAY, JULY 3RD**

_Last day to drop a class with a “W”: TUESDAY, JULY 30TH_

*Please note this is your last opportunity to drop the course. If you are not passing by this date you need to drop because you will more than likely fail and a W is better than an F on a transcript

PAY ATTENTION TO THE SYLLABUS MANY OF THE ANSWERS TO YOUR QUESTIONS ARE IN THIS DOCUMENT!!!!!!!