Lifespan Growth and Development
Richland College, DCCCD

Instructor Information
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Office Hours: To Be Announced
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Course Information
Course Title: Lifespan Growth and Development
Course Number: PSYC 2314
Section Number: 81449
Semester/Year: Fall, 2020
Credit Hours: 3
Class Meeting Time/Location: Entirely online and in eCampus
Certification Date: Saturday, October 24th, 2020
Last Day to Withdraw: Wednesday, November 25th, 2020

Course Prerequisites
College level ready in Reading.

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)

Student Learning Outcomes
Upon successful completion of this course, students should be able to do the following:

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.

**Texas Core Objectives**
The College defines essential knowledge and skills that students need to develop during their
college experience. These general education competencies parallel the Texas Core Objectives for
Student Learning. In this course, the activities you engage in will give you the opportunity to
practice two or more of the following core competencies:

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. **Teamwork** - to include the ability to consider different points of view and to work
effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions, and
   consequences to ethical decision-making
6. **Social Responsibility** - to include intercultural competence, knowledge of civic
   responsibility, and the ability to engage effectively in regional, national, and global
   communities

**Required Course Materials**

Note: A student of this institution is not under any obligation to purchase a textbook from a
university-affiliated bookstore. The same textbook may also be available from an independent
retailer, including an online retailer.

Note #2: Students who are part of the IncludED program do not need to purchase any learning
materials unless directed by the instructor.

**Graded Work**
The tables below provide a summary of the graded work in this course and an explanation of
how your final course grade will be calculated.
Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Learn Smart, Reading Assignments</td>
<td>20 @ 10 points per assignment</td>
<td>200 points</td>
</tr>
<tr>
<td>Unit One, Assessment</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit Two, Assessment</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit Three, Discussion</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit Four, Assessment</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit One, Mini-Project</td>
<td>1 @ 50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Two, Mini-Project</td>
<td>1 @ 50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Three, Mini-Project</td>
<td>1 @ 50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Unit Four, Mini-Project</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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<tr>
<td>Total Points in Course</td>
<td>-</td>
<td>500 points</td>
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Final Grade

<table>
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<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-299</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

Learn Smart, Reading Assignments:
- *Addressed Student Learning Outcomes: All*
- *Addressed Core Objective: N/A*
- *Addressed Institutional Vision: To Learn*
- Students will register for Connect within eCampus. Connect is a product of McGraw-Hill.
- Students will participate in intermittent quizzing while they read their electronic textbook.
- Intermittent quizzing will cover various topics.
- Items may present as short answer, matching, fill in the blank, multiple choice, or true
or false.

- Each Learn Smart, Reading Assignment is worth 10 points.

Discussion and Assessments:

- **Unit One: Assessment, Critical Thinking**
  - Addressed Student Learning Outcomes: 3
  - Addressed Core Objective: Critical Thinking
  - Addressed Institutional Vision: To Learn
  - Marketable Skill: Critical Thinking
  - Students will acquire and read *Darwin (1877).*
  - Students will write a paper using Critical Thinking Questions, and Critical Thinking Descriptors.
  - Students will receive detailed instructions for this assessment within eCampus.
  - Students must complete this assessment within e-Campus.
  - This assessment is worth 25 points. We may use an adapted Value Rubric to score and grade this assignment.

- **Unit Two: Assessment, Jane Elliot, Brown Eyes-Blues Eyes Exercise**
  - Addressed Student Learning Outcomes: 2, and 3
  - Addressed Core Objective: Social Responsibility
  - Addressed Institutional Vision: To Learn
  - Students will receive detailed instructions for this assignment inside eCampus.
  - Students must complete this assessment using e-Campus.
  - This assessment is worth 25 points. We may use an adapted Value Rubric to score and grade this assignment.

- **Unit Three: Discussion**
  - Addressed Student Learning Outcomes: Various
  - Addressed Core Objective: Communication
  - Addressed Institutional Vision: To Learn and To Teach
  - Student must participate in one online discussion forum within Blackboard, LMS.
  - Students must read and discuss information from *Harlow (1958)* in an effort to address issues such as sexual activity, substance abuse, marriage and parenting, as well as social, political, economic, and cultural forces that affect the developmental processes of an individual. The student may choose which topics to tackle during their discussions, so long as the student incorporated information from Harlow (1958) into their discussion posts.
  - APA format must be used to cite sources of information, when appropriate. Students are expected to obtain assistance with APA format from consultants at Richland College’s Writing Center, or on the Purdue Owl.
  - Students must create a three-paragraph initial post for our discussion topic(s), as well as a one-paragraph response to a peer’s post, for their assignments to receive a grade. Students must produce a thorough analysis of key concepts to receive an A on each discussion.
  - A grading rubric was established within Blackboard to guide students and assess the quality of each student’s work. Students will receive feedback on their posts once they meet all minimum requirements for grading.
Meeting the minimum requirements for grading does not necessarily correspond to a passing grade. Please review the grading rubric thoroughly so you are aware of all content, and formatting requirements, for achieving desired points’ totals.

This discussion is worth 25 points. We may use an adapted Value Rubric to score and grade this assignment.

Unit Four: Assessment, Alcohol Paper
- Addressed Student Learning Outcomes: 1, 3, 6, and 7
- Addressed Core Objective: Critical Thinking, Communication, Empirical and Quantitative Reasoning, and Social Responsibility; Varies by Year
- Addressed Institutional Vision: Build Sustainable Local and Global Communities
- Students will receive, and read, a scholarly article about alcohol.
- Students will write a response paper, with a minimum of 250-words, about the provided article.
- Students will receive a list of questions to guide their writing.
- Students must complete this assessment using e-campus.
- This assessment is worth 25 points. We may use an adapted Value Rubric to score and grade this assignment.

Mini-Projects:
- Addressed Student Learning Outcomes: Varies by Project
- Addressed Core Objective: Varies by Project
- Addressed Institutional Vision: Varies by Project
- Students complete four mini-projects throughout the semester.
- Each unit in our course will contain one mini-project.
- Students will receive detailed instructions for these assignments inside eCampus.
- Students must complete these assessments using e-Campus.
- Scoring of each mini project is dichotomous (e.g., “complete” or “incomplete”).
- Each mini project is worth 50 points.

Attendance and Your Final Grade
I strongly recommend daily visits to eCampus. Additionally, attendance may influence a student’s financial aid, and I will maintain attendance records (i.e., activity inside eCampus) for administrative purposes.

Late Work Policy
Students must submit a request to submit assignments beyond the due date to the professor via email prior to the assignment’s scheduled due date. The professor of this course reserves the privilege to accept or deny any request to submit late work. All late submissions of assignments may receive a grade after all other on-time assignments receive grades. A student, who received approval to submit a late assignment, may not necessarily receive a grade for the approved late submittal. Once again, all late assignments receive grades after on-time assignments, given there is time permitting in our semester, and if final grades were not already submitted to the administration of Richland College.
Other Course Policies

- Revisionary Statement
  - The professor of this course reserves the privilege to modify the contents, assignments, and calendars associated with this syllabus in any manner, at any time, and as deemed necessary by the professor of this class.

- Disregard Blackboard’s Automatic Grading Calculations Policy
  - Blackboard will automatically compute averages from grades in eCampus’ Grade Center. These averages ARE NOT an accurate reflection of a student’s overall grade in this course. Students must only consider total earned points when determining their grade level in our course. Students will receive grading updates via our Student Progress Reporting System (SPR). Our SPRs do not reflect final grades and may only contain subjective information such as, “satisfactory” or “unsatisfactory.” It is the student’s responsibility to monitor their progress in our course and to approach the professor with questions about grades should questions arise.

- Email Turnaround Time
  - Email is responded to daily during the work week, and occasionally over weekends. Please contact me with any question you have regarding course content, assignments, or material.

- Minimum Technology Requirement
  - To successfully complete this course, you should be able, at a minimum, to email attachments, use word processing programs and simultaneously work on multiple browser windows. You should have a compatible browser and be able to access Blackboard, LMS. For more information contact an RLC Online Advisor at Online Learning, Contact Information.

- Netiquette and Professional Expectations
  - Standards of courtesy and respect must be maintained at all times during regular and e-Campus "classrooms." Join in any discussion, but remember that this is still a “classroom” setting, and that respect is crucial for any intellectual discussion.
  - Discussion and classroom areas are places for intelligent and respectful airing of ideas. Name calling and personal attacks are not okay. Similarly, we must display tolerance for all thoughtful, and scholarly supported, ideas.
  - Any violation of the standards of appropriate online behavior, or any violation of the student code of conduct, will be reported to the Dean of Students. The Dean will take appropriate disciplinary action on behalf of the college and the student may receive an F for this course at the discretion of the professor.
• **Electronic Use**
  o Students may use electronic devices during class. Students must maintain the highest standards of professionalism while using electronic devices during our course. Students must abide all legal and institutional parameters for electronic use while in class (Online or On-Site).
  o A Chromebook, tablet, smartphone or Linux computer may not be suitable for some activities in this course. Please ensure you have access to a desktop or laptop device a Windows or OS X operating system.
  o *Failure to abide by all legal and institutional policies related to the appropriate use of electronic devices while in class may result in an F for this course.*

**Institutional Policies**

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Calendar**

*This schedule is tentative and subject to change at any time and at my discretion.*

<table>
<thead>
<tr>
<th>Opens</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Notes/Description</th>
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<tbody>
<tr>
<td>10-19-2020</td>
<td>10-20-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter One</td>
<td>“Introduction” Required for Census and Certification of Course Roster</td>
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<td>10-19-2020</td>
<td>10-21-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Two</td>
<td>“Biological Beginnings” Required for Census and Certification of Course Roster</td>
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<td>10-19-2020</td>
<td>10-22-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Three</td>
<td>“Prenatal Development and Birth”</td>
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<tr>
<td>10-19-2020</td>
<td>10-26-2020</td>
<td>Unit One: Assessment</td>
<td>Marketable Skills: Critical Thinking</td>
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<td>10-19-2020</td>
<td>10-27-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Four</td>
<td>“Physical Development in Infancy”</td>
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<tr>
<td>10-19-2020</td>
<td>10-28-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Five</td>
<td>“Cognitive Development in Infancy”</td>
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<td>10-19-2020</td>
<td>10-29-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Six</td>
<td>“Socioemotional Development in Infancy”</td>
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<td>Assignment</td>
<td>Reading Assignment</td>
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<tr>
<td>10-27-2020</td>
<td>11-02-2020</td>
<td>Unit One: Mini-Project</td>
<td>The Dutch Hunger Winter</td>
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<td>10-19-2020</td>
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<td>Unit One: Learn Smart, Reading Assignment, Chapter Seven</td>
<td>“Physical and Cognitive Development in Early Childhood”</td>
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<td>10-19-2020</td>
<td>11-04-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Eight</td>
<td>“Socioemotional Development in Early Childhood”</td>
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<td>10-19-2020</td>
<td>11-05-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Nine</td>
<td>“Physical and Cognitive Development in Middle and Late Childhood”</td>
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<td>11-03-2020</td>
<td>11-09-2020</td>
<td>Unit Two: Assessment</td>
<td>“Jane Elliot, Brown Eyes-Blues Eyes”</td>
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<td>10-19-2020</td>
<td>11-10-2020</td>
<td>Unit One: Learn Smart, Reading Assignment, Chapter Ten</td>
<td>“Socioemotional Development in Middle and Late Childhood”</td>
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<td>Unit One: Learn Smart, Reading Assignment, Chapter Eleven</td>
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<td>“Socioemotional Development in Adolescence”</td>
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<td>Executive Function</td>
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<td>Unit One: Learn Smart, Reading Assignment, Chapter Thirteen</td>
<td>“Physical and Cognitive Development in Early Adulthood”</td>
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<td>11-17-2020</td>
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<td>11-23-2020</td>
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<td>“Physical and Cognitive Development in Middle Adulthood”</td>
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<td>11-20-2020</td>
<td>11-30-2020</td>
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<td>The Sandwich Generation</td>
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<td>12-01-2020</td>
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<td>12-09-2020</td>
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Note: All assignments close on established due dates at 11:59 pm, and students must submit all assignments into eCampus for grading purposes.