Instructor Information

Name: Valerie Crow-McDowell  
Phone: 214.860.2692  
DCCCD Email: vcrow@dcccd.edu  
Office Location: 801 Main Street, Building A, Room A554, Dallas, Texas 75202  
Office Hours: “Open Door” If the door is open, come on in or see me before and/or after class. You may also make an appointment if that meets your needs.  
Division Office and Phone: Academic Transfer Division, 214.860.2227

Course Information

Course Title: Lifespan Growth and Development (PSYC 2314)  
Course & Section Number: PSYC 2314-53501  
Semester/Year: Spring 2020  
Credit Hours: 3  
Class Meeting Time/Location: Monday; 5:30PM-8:25PM; A720  
Certification Date: Feb 3, 2020  
Last Day to Withdraw: April 16, 2020

Course Prerequisites

College level ready in Reading  
One of the following must be met: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.  
This course is reading and writing intensive. Students who have not completed one of the above classes are ineligible to take this class.

Course Description

The Texas Academic Course Guide Manual (ACGM) lists PSYC 2314 as, “Survey of major topics in psychology. Introduces the study of behavior and the factors that determine and effect behavior.”  
Approval Number ................................................................. 42.0101.51 25  
CIP Area .............................................................................. Psychology
Student Learning Outcomes

For additional information, see THECB Core Curriculum standards.

Student Learning Outcomes (SLOs) are based on the Core Objectives as indicated above. Outcomes specific to all psychology classes at El Centro College are as indicated below.

1. **Critical Thinking**: Student is able to:
   a. Ask questions leading to identifications of problems or challenges;
   b. Operationalize terms in concrete and absolute terms;
   c. Determine if what is claimed, alleged, or stated is based on valid (empirical) evidence;
   d. Investigate one’s own biases and assumptions to assure they do not interfere with consideration of empirical evidence;
   e. Avoid argument by anecdote in favor of evidence-based discussion;
   f. Keep an open mind, and consider all empirical possibilities;
   g. Avoid decisions based on emotion in favor of those based on empirical sources;
   h. Acknowledge that evidence supports phenomena; it does not prove its existence.

2. **Communications Skills**: Students will communicate in both written (via homework assignments, term papers, and exams) and oral form (class discussion) with the Instructor and their classmates.

3. **Empirical/Quantitative Skills (Scientific Methodology)**: Student is able to
   a. See potential relationships among observed phenomena;
   b. Consider plausible outcomes (consequences) of observed phenomena, and offer alternative solutions;
   c. Determine if conclusions are based on anecdote or scientific evidence.

4. **Social Responsibility**: Students will demonstrate social responsibility through ethical behavior in class in terms of displaying academic integrity. Students will engage in use of digital and electronic media for submission of assignments and taking exams by performing these activities via the BlackBoard Bb 9.1™ digital platform rather the use of traditional pen-and-paper formats, thus lowering their carbon footprint through use of digital technology.

5. In addition to the four learning outcomes mandated for the Social Sciences by the State of Texas, the Department of Psychology at El Centro College also requires the two following student learning outcomes.
6. **Theoretical Foundations of Psychology**: Student is aware of and understands the major perspectives from which psychology is studied (Psychodynamics, Behaviorism, Biological, Neuroscience, Humanistic, Cognitive, Humanistic, and Evolutionary), and can demonstrate knowledge of each perspective.

7. **Information Literacy**: Students will demonstrate their abilities in each of the following skills.
   a. Create research strategies using online academic and professional databases;
   b. Demonstrate understanding of plagiarism through correct use of appropriate APA style references in text and on References page(s) within a research project; and integrate discipline specific relevant information from a variety of sources in writing homework assignments and research papers.

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**Required Course Materials**

The primary textbook for this course is available online at no cost to the student through the generosity of Illinois University. The title of the textbook is *Lifespan Development: A Psychological Perspective*, 2nd ed. by Martha Lally and Suzanne Valentine-French.

**Optional (but VERY helpful) textbook:**


**ADDITIONAL CLASS-SPECIFIC REQUIREMENTS**

A WORKING EMAIL ACCOUNT WHICH THE STUDENT CHECKS DAILY

The best method in which Instructors can contact students is via email. Any emergency notifications from the Instructor to the students will be via email. Students are responsible for checking the email address showing for themselves in BOTH eCampus AND eConnect to insure that the address is valid and is the one the student is currently using.

SUFFICIENT KNOWLEDGE OF Microsoft Word or a comparable word processing program to enable the student to complete assignments. If you need tutoring with word processing, the Learning Center is a useful resource for both online and on campus classes.

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.

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**Course Activities**

**Quizzes**

You will have one quiz per chapter, each worth 10 points (Blackboard may count the quizzes as 12 out of 12, which is irrelevant your grade is a calculation of your total points. At 10 chapters that
calculates to a total of 100 points (120 with the bonus questions). Each quiz will consist of 10 questions (and two extra credit questions). You will have 25 minutes to complete each quiz. Failure to complete a quiz will be assessed with zero (0) points. Anticipate seeing some of the same questions on the exams as you saw on the quizzes.

**Exams**

You will have four Unit Exams and one Exit Exam/Final Exam (4 + 1). The first four Unit Exams will consist of 40 multiple-choice questions (some have additional bonus questions). You will have one hours (60 minutes) to complete each exam online. Each exam will be worth a total of 100 points (plus any additional bonus points). You will have two attempts available for each exam; the higher of the two attempts will count toward your grade. Failure to complete an exam will be assessed with zero (0) points.

The EXIT EXAM, which is optional, will be the Psychology Department’s EXIT EXAM, taken during Finals week, worth as many as 20 total points. This is an extra credit exam with a two hour time limit. Be aware, you will only be given ONE attempt to take this Exit Exam.

**APA Writing Assignments**

You will have four small writing assignment and APA formatted papers for this course. The smaller assignments are found in the Course Calendar. The APA writing assignments are under the APA Writing Assignment link in the left navigation.

The first APA Writing assignment, APA Writing Assignment #1, is optional and is primarily focused on developing familiarity with APA formatting. The other (APA Writing Assignment #2) is a Critique of a preselected APA article in which you are to write, in your OWN words, a short summary of the article, a one or more page review of the article and a one or more page comments (your collegiate feedback, not your opinions) section. The two APA formatted paper will be written in APA formatting style and will be graded as such.

A sample and a template are available for each assignment. If you have concerns or issues with writing at a professional level or writing in APA format, please see the instructor and/or staff in the Learning Center for assistance. These assignments are standard across the institution for this course and are helpful in evaluating the institutions effectiveness.

You are encouraged to review the APA style formatting in the Writing for Psychology text, seek the assistance of the Learning Center, and review the included template, sample and link. If after using these resources you still have difficulty with APA writing, you are welcome to schedule an appointment with the professor to assist your learning of APA formatting.

Watch the “A Class Divided” videos and consider three perspectives while watching...

- The overall discrimination between groups and how quickly it occurs
- The “Power of Suggestion” the teacher, Jane Elliot, uses to infer that one group is a lower class than the other
- The “Acceptance of Roles” that each group assumes, whether they are aware of what is going on or not

**Grading Policy**

Each module will consist of the exams and quizzes over chapters according to the Course Calendar.
You will have the opportunity to earn points and will be graded according to the scale listed below. To determine your point total on your APA assignments, quizzes, exams, and extra credit, login to your eCampus account, open this class, and click on the “My Grades” tab. Clicking on the “My Grades” icon gives you immediate feedback of your point total.

Please note that the grading in this course offers multiple opportunities for success. Therefore, it is to your benefit to score as many points in as many areas as you can. This scoring method is designed to assist you in earning points in the areas of your strengths, rather than penalizing you in the areas of your weakness. This means that if you do not do well on exams, you will still have an opportunity to demonstrate your abilities in other areas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Point Value</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Quizzes</td>
<td>@10 points each</td>
<td>= 100 points (120 with bonus points)</td>
</tr>
<tr>
<td>4 Exams</td>
<td>@100 points each</td>
<td>= 400 points (420 with bonus points)</td>
</tr>
<tr>
<td>1 Exit Exam</td>
<td>@ 20 points</td>
<td>= 20 points (optional extra credit)</td>
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<tr>
<td>Simple Writing 1-4</td>
<td>@ 40 points each</td>
<td>= 160 points</td>
</tr>
<tr>
<td>APA Writing #1</td>
<td>@ 10 points</td>
<td>= 10 points (optional extra credit)</td>
</tr>
<tr>
<td>APA Writing #2</td>
<td>@100 points</td>
<td>= 100 points</td>
</tr>
<tr>
<td>Reflection #1</td>
<td>@ 10 Points</td>
<td>= 10 points</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>@ 30 points</td>
<td>= 30 points</td>
</tr>
<tr>
<td>Reflection #3</td>
<td>@ 10 points</td>
<td>= 10 points (optional extra credit)</td>
</tr>
<tr>
<td>Reflection #4 - #9</td>
<td>@ 10 points each</td>
<td>= 50 points</td>
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<tr>
<td>Class activity 1-10</td>
<td>@ 10 points each</td>
<td>= 100 points</td>
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<tr>
<td>Test Questions 1-10</td>
<td>@ 5 points each</td>
<td>= 50 points</td>
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<tr>
<td></td>
<td>Total:</td>
<td>= 1000 points (1080 points with bonus and extra credit)</td>
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1 Optional Extra Credit Exit Exam = up to a total of 20 points
Final Letter Grade: A = 895+; B = 894-795; C = 794-695; D =694-595; F = 594-0

Course Schedule
The following is the suggested pace you should take for the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2</td>
<td>Chapter 1: Introduction to Lifespan Development</td>
<td>Quiz 1 due Feb 2</td>
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<td></td>
<td></td>
<td>Reflection 1 due Feb 2</td>
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<td></td>
<td></td>
<td>Discussion Board test questions due Feb 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due</td>
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<td>------------</td>
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<tr>
<td>Week 3 - 4</td>
<td>Chapter 2: Heredity, Prenatal Development and Birth</td>
<td>Quiz 2 due Feb 16&lt;br&gt;Reflection 2 due Feb 16&lt;br&gt;Discussion Board test questions due Feb 16&lt;br&gt;Experimental Methods due Feb 16</td>
</tr>
<tr>
<td>Week 5 - 6</td>
<td>Chapter 3: Infancy and Toddlerhood</td>
<td>Quiz 3 due March 1&lt;br&gt;Reflection 3 extra credit due March 1&lt;br&gt;Discussion Board test questions due March 1&lt;br&gt;UNIT 1 Exam due March 7</td>
</tr>
<tr>
<td>Week 7 - 8</td>
<td>Chapter 4: States of Consciousness</td>
<td>Quiz 4 due March 15&lt;br&gt;Reflection 4 due March 15&lt;br&gt;Discussion Board test questions due March 15&lt;br&gt;Classical Conditioning due March 15&lt;br&gt;APA abstract extra credit due March 15</td>
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<tr>
<td>Week 9</td>
<td>No class March 15 due to Spring Break</td>
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<tr>
<td>Week 10</td>
<td>Chapter 5: Middle and Late Childhood</td>
<td>Discussion Board test questions due March 25&lt;br&gt;Quiz 5 due March 29&lt;br&gt;Moral Development due March 29</td>
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<tr>
<td>Week 11</td>
<td>Chapter 6: Adolescence</td>
<td>Discussion Board test questions due April 1&lt;br&gt;Quiz 6 due April 5&lt;br&gt;Reflection 5 due April 5&lt;br&gt;Unit 2 Exam due April 12</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 7: Emerging Adulthood</td>
<td>Discussion Board test questions due April 8&lt;br&gt;Quiz 7 due April 12</td>
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<tr>
<td>Week 13</td>
<td>Chapter 8: Middle Adulthood</td>
<td>Discussion Board test questions due April 15&lt;br&gt;Last day to withdraw with a “W” is April 16&lt;br&gt;Quiz 8 due April 19&lt;br&gt;Erikson Psychosocial Stages due April 19&lt;br&gt;APA Critique due April 19&lt;br&gt;Unit 3 Exam due April 26</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 9: Later Adulthood</td>
<td>Discussion Board test questions due April 22&lt;br&gt;Quiz 9 due April 26</td>
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<tr>
<td>Week 15 - 16</td>
<td>Chapter 10: Death and Dying</td>
<td>Discussion Board test questions due April 29&lt;br&gt;Quiz 10 due May 3&lt;br&gt;Reflection 6 due May 3&lt;br&gt;Unit 4 Exam due May 10</td>
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Certification of Course Attendance and Participation

Student’s attendance in class is certified on the “12th class day” (in a regular semester). For this semester (and section), that date will be Dec 18th, 2019.

IMPORTANT: You must attend and participate in your on-campus and/or online course(s) in order to receive Federal Financial Aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to your courses to include such as those indicated below but not limited solely to the following examples:

• submitting an academic assignment
• taking an exam or quiz
• attending a study group assigned by the instructor
• attend on-campus classes
• submit online course discussions in Blackboard (if required)

IMPORTANT: In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.

Other Course Policies

Drop Date

Students sometimes drop a course when help is not available that would enable them to continue. Before you make the decision to drop this course, please contact your instructor. If you are unable to complete this course, your withdrawal request must be received in the Registrar’s Office by the withdrawal date listed on the first page of this syllabus. For more information, visit the Dropping or Withdrawing from Classes webpage.

The last day to withdraw from a class with a “W” is Dec 30th, 2019 with the Registrar’s Office (A130) or online. Failure to withdraw from a course will result in a performance grade (F, in more instances than not.)

Institutional Policies

Institutional Policies relating to this course can be accessed using the following link: Institutional Policies.
Stop Before You Drop
For students who enrolled in college level courses for the first time in the Sep of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.
Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access Drop Webpage.

Withdrawal Policy
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 the official drop date for this course (see Course Drop Date mentioned earlier in this syllabus). 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.
For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions office at 214-860-2484 (A169), or contact the Division Office.

Financial Aid
If you are receiving 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 cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Academic Ethics
Any violation of the Student Code of Conduct (as printed in the El Centro College Catalogue) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY form of disruptive behavior will not be tolerated.

ADA Statement
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 214.860.2411 (Voice/TTY), visit A110, or go to Disability Services.

Religious Holidays
A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The notice shall be in writing and shall be delivered by the student personally to the instructor, with receipt.
acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to complete the assignment or examination satisfactorily.

**Campus Emergency Operation Plan**
El Centro College and the Dallas County Community College District have developed policies and procedures for dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, please visit the [Emergency Operational Plan](#).

**El Centro College Policies**
- [General Institutional Policies](#)
- [Course-Related Institutional Policies](#)

**Concealed Carry**
CONCEALED CARRY: Persons who hold a license to carry may carry a concealed handgun on College District property as permitted by law and College District policy. A license holder who carries a handgun on College District property must keep it concealed and on or about their person at all times. The open carry of a handgun (i.e. completely or partially visible) is prohibited on College District property, including any public driveway, street, sidewalk, walkway, parking lot, parking garage, or other parking area.

WEAPONS: The use, possession, or display of a weapon in violation of law and College District policy is strictly prohibited. This prohibition applies to firearms, knives, clubs, fireworks of any kind, incendiary devices, razors, chains, throwing stars, and any other device designed to expel a projectile or to inflict bodily harm.

Violations may result in disciplinary action and/or criminal penalties.

**Additional District Policies**
The [Office of Institutional Equity](#), in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**Students with Disabilities:**
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO or contact DCCCD Office of Institutional Equity at (214) 378-1633.

[College Disability Services Offices](#)
A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators
El Centro    Shanee’ Moore TitleIX-ECC@dcccd.edu  214-860-2138
Dallas Colleges Online  Le’Kendra Higgs TitleIX-LEC@dcccd.edu  972-669-6672
District Title IX Coordinator
Office of Institutional Equity LaShawn Grant TitleIX-District@dcccd.edu  214-378-1633

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If you are a student with a disability and/or special needs who requires accommodations, please contact the Disability Services Office (DSO). If you are eligible for accommodations, please contact DSO to send your accommodation request to your instructor, preferably at the start of the semester or program. Please note that all communication with DSO is confidential.

Your professor reserves the right to edit the contents of this syllabus on an as needed basis.