INSTRUCTOR INFORMATION

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Division Office and Phone: Liberal Arts / 972-273-3480

COURSE INFORMATION

Course Title: Lifespan Growth and Development (fully online course)
Course Number: PSYC 2314
Section Numbers: 79426 & 79427
Semester / Year: Spring, 2020
Credit Hours: 3
Certification Date: Monday, January 27, 2020
Last Day to Withdraw: Wednesday, February 26, 2020

Course Prerequisite Required: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. Psychology 2301 is 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)
STUDENT LEARNING OUTCOMES
Upon successful completion of this course, PSYC 2314 students will:
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:

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 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
Discovering the Life Span, 4th Edition
By Robert S. Feldman

NOTE 1: Access to the NewMyPsychLab is NOT required for this course
NOTE 2: 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.
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>3 @ 100 points</td>
<td>300 points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>10 @ 10 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Board Questions</td>
<td>10 @ 10 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Term Paper (Autobiography)</td>
<td>1 @ 100 points each</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL: 600 points</strong></td>
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### Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>540 - 600</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>480 - 539</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>420 - 479</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>360 – 419</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 359</td>
<td>0-59%</td>
<td>F</td>
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</tbody>
</table>

### Description of Graded Work

*(note: a grading rubric will be included in eCampus, which explains the grading criteria for the discussion board questions and the term paper).*

**Tests:** The 3 major tests will be taken online, through eCampus. Each exam consists of 50 multiple choice and true-false questions (2 points for each question)

**Chapter Quizzes:** The 10 chapter quizzes have 10 multiple-choice questions each that students must answer within a 60-minute time limit. Students will be allowed three attempts at the quiz and the highest score will be recorded and counted toward the final course grade.

**Discussion Board Questions:** In order to help apply and incorporate material from this course, students will write and submit thoughtful and original responses, as well as reply to at least two classmates’ responses, to each of the ten (10) discussion questions that will be posted in eCampus, throughout the term. Students must submit an electronic copy of each of their responses by the deadlines specified in the course schedule, at the end of this syllabus.

**Term Paper:** The instructions and due date for this autobiographical assignment are included in the next page and in eCampus. Students must submit an electronic copy of this paper.
TERM PAPER (AUTOBIOGRAPHY) INSTRUCTIONS - Due Date: Friday, Feb. 28

Paper Format:
- **APA Style** - American Psychological Association
  Purdue University resource for APA Style: [Link here to access Purdue's website](#)
- **Length**: 4 to 5 full pages, in addition to a cover page and reference page.
- **Reference Sources**: You are required to use at least one professional reference source, in addition to your textbook and the personal interviews described below.

Objective:
The objective of this assignment is to write a thoughtful and analytic autobiography summarizing the significant developmental experiences in your life, which have contributed to shaping who you are today. This should be done by associating & incorporating material from your textbook, discussion board entries, personal interviews & at least one additional professional source of your choice.

Assignment Guidelines:
- Throughout the term, as you are reading the textbook, studying for exams, etc., it is recommended that you keep notes of ideas that surface and which are related to your personal development, which you may later incorporate into this paper.
- Beyond the textbook & other reference sources, you are required to conduct at least one personal interview of someone who has been instrumental in your development (Examples: parents, grandparents, caretakers, siblings, teachers, etc.). If possible, it would be best to conduct these interviews in person but if that is not feasible, phone or skype interviews are acceptable.
- If available, you can also include information from baby books, scrapbooks, medical records, and anything else that may be applicable to your personal development.
- The following is a list of possible topics that can be addressed within the body of your paper. This is simply to generate ideas but **should not** limit you to only writing about only these matters:
  - Discuss and draw connections between how your childhood experiences influenced your adolescence and how your adolescence influenced your adulthood.
  - Relate your personal experiences to theories, concepts & research related to class.
  - Address your physical, cognitive, language, social and personality development.
  - Include demographic information and how this has contributed to your development (examples: your birth cohort, ages of parents at the time of your birth, your birth order [if you have siblings], culture, religion, socio-economic status, etc.)
LATE WORK POLICY

No late work will be accepted – no exceptions. The deadlines ALL graded work are listed in the course schedule, at the end of this syllabus. Students will be provided sufficient time to complete this work and anything that is not submitted by these deadlines will receive a grade of zero, with no opportunity for making it up. Please do NOT procrastinate.

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.

North Lake Institutional Policies (http://www.northlakecollege.edu/syllabipolicies)

USING ECAMPUS

This course is partially conducted online via Blackboard 9.1 on eCampus. You can directly access our class at eCampus at DCCCD by using this link: eCampus Access. If this is your first time to access eCampus, follow directions just below the login area. Be sure your contact information in eCampus is accurate so your instructor can email you, if necessary. Our class will become available by the start of the semester. If you do not see the class by the first day of the semester, please contact the instructor (eotero@dcccd.edu) for more information.

After the semester begins, if you have trouble with eCampus, please contact eCampus technical support at 972-669-6402 or 1-866-374-7169 with the following information (listed on the next page). Keep this information handy just in case you have trouble later and cannot access eCampus to find it again! Having the right information & keeping it handy can help us improve our technical help support system:

1. Name of Course (PSYC 2301)
2. Section Number of Primary Course (73xxx)
3. Name of Instructor (Otero, Enrique)
4. Name of Student and Student Identification number
5. Day and Time when trouble started
6. Specific information about the problem that is occurring
7. What server are you on? There is an uppercase white letter in the upper right corner of eCampus indicating which server you are on (e.g. B, C, etc.)

SAGE (Sustainability Awareness and Global Education) SCHOLARS PROGRAM

This class is a "SAGE designated course." For more information about graduating as a SAGE Scholar, finding a list of other SAGE courses and everything else you need to know about this program, please refer to this web page: SAGE Scholars Website
THE ACADEMIC SUCCESS CENTER (ASC)

Academic Success Center (ASC): Located in the lower level of the NLC Library
The Academic Success Center cultivates student success and supports instruction in an inclusive environment where students are encouraged and empowered to achieve excellence. Comprised of the Blazer Computer Lounge, ELP Language Lab, Writing Center, and Online Writing Lab (OWL), the ASC has a variety of services designed to help students improve their writing, reading and language skills.

Blazer Computer Lounge (L-134)
With 12 computers & Wi-Fi Internet access, the lounge is available to students & community members who are working on academic or personal projects individually or in groups.

Writing Center (L-132)
Writing Center services are available to all North Lake students and members of the community, not just those enrolled in English classes. Users can be assisted with class assignments, college application essays, personal statements and other documents. The Writing Center also offers free Grammar Clinic classes. Tutors are skilled writing specialists who can help students:
● Clarify their writing tasks
● Develop and organize their papers
● Explore revision options
● Detect grammar and punctuation errors
● Properly document sources
In addition to Central Campus hours, writing tutors are also available at the North Campus in their Learning Resource Center, Tuesday – Thursday from 10:00 a.m. to 2:00 p.m.

Online Writing Lab (OWL): Online Writing Lab Website
A service of the North Lake Writing Center, the Online Writing Lab, or OWL, provides assistance to students, faculty, and staff at every stage of the writing process. OWL allows busy users to submit papers to our writing tutors electronically and get feedback within 48 - 72 hours. This service expands North Lake's reach and provides flexibility and accessibility to those who find it difficult to meet with a tutor face-to-face.
For more information, the Academic Success Center can be reached at (972) 860-3927.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Unit 1 Chapters / Topics</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro. to Lifespan Development</td>
<td>Read Chapter 1, Complete Quiz #1 and Submit Response to Discussion Question #1</td>
<td>Friday, February 7</td>
</tr>
<tr>
<td>The Start of Life</td>
<td>Read Chapter 2, Complete Quiz #2 and Submit Response to Discussion Question #2</td>
<td>Friday, February 7</td>
</tr>
<tr>
<td>Infancy</td>
<td>Read Chapter 3, Complete Quiz #3 and Submit Response to Discussion Question #3</td>
<td>Friday, February 7</td>
</tr>
<tr>
<td>The Preschool Years</td>
<td>Read Chapter 4, Complete Quiz #4 and Submit Response to Discussion Question #4</td>
<td>Friday, February 7</td>
</tr>
<tr>
<td>Chapters 1, 2, 3 &amp; 4</td>
<td>Unit 1 Test</td>
<td>Monday, February 10</td>
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<table>
<thead>
<tr>
<th>Unit 2 Chapters / Topics</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Childhood</td>
<td>Read Chapter 5, Complete Quiz #5 and Submit Response to Discussion Question #5</td>
<td>Friday, February 21</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Read Chapter 6, Complete Quiz #6 and Submit Response to Discussion Question #6</td>
<td>Friday, February 21</td>
</tr>
<tr>
<td>Early Adulthood</td>
<td>Read Chapter 7, Complete Quiz #7 and Submit Response to Discussion Question #7</td>
<td>Friday, February 21</td>
</tr>
<tr>
<td>Chapters 5, 6, &amp; 7</td>
<td>Unit 2 Exam</td>
<td>Monday, February 24</td>
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<table>
<thead>
<tr>
<th>Unit 3 Chapters / Topics</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Adulthood</td>
<td>Read Chapter 8, Complete Quiz #8 and Submit Response to Discussion Question #8</td>
<td>Monday, March 9</td>
</tr>
<tr>
<td>Emotion and Motivation</td>
<td>Read Chapter 9, Complete Quiz #9 and Submit Response to Discussion Question #9</td>
<td>Monday, March 9</td>
</tr>
<tr>
<td>Personality</td>
<td>Read Chapter 10, Complete Quiz #10 and Submit Response to Discussion Question #10</td>
<td>Monday, March 9</td>
</tr>
<tr>
<td>Chapters 8, 9 &amp; 10</td>
<td>Unit 3 Exam</td>
<td>Wednesday, March 11</td>
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