Lifespan Growth and Development
Richland College, DCCCD

Instructor Information
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Course Information
Course Title: Lifespan Growth and Development
Course Number: PSYC 2314
Section Number: 830449
Semester/Year: Spring, 2020
Credit Hours: 3
Class Meeting Time/Location: Entirely online and in eCampus
Certification Date: Monday, March 30th, 2020
Last Day to Withdraw: Friday, May 1st, 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.

**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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<tbody>
<tr>
<td>Learn Smart, Reading Assignments</td>
<td>20 @ 10 points per assignment</td>
<td>200 points</td>
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<tr>
<td>Unit One, Article Quiz</td>
<td>1 @ 25 points</td>
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<td>Unit Two, Article Quiz</td>
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<td>25 points</td>
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<td>Unit Three, Article Quiz</td>
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<tr>
<td>Unit Four, Article Quiz</td>
<td>1 @ 25 points</td>
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<td>Unit One, Assessment</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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<tr>
<td>Unit Two, Assessment</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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<tr>
<td>Unit Three, Discussion</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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<tr>
<td>Unit Four, Assessment</td>
<td>1 @ 50 points</td>
<td>50 points</td>
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<td><strong>Total Points in Course</strong></td>
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Final Grade

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<td>D</td>
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<tr>
<td>0-299</td>
<td>0-59%</td>
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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 offered by 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.

Note: Students will not receive deadline extensions or retakes for any missed Learn Smart, Reading Assignment since there are bonus opportunities in our course, and students can complete our assessments from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

Article Quizzes:

• Addressed Student Learning Outcomes: 1, 2, 4, 5, 6, and 7
• Addressed Core Objective: Critical Thinking and Communication
• Addressed Institutional Vision: To Learn
• Students will receive a list of specific articles to retrieve from online resources. The professor will provide students with a list of references to obtain the first week of the semester.
• Students need to find, acquire, read, and generally comprehend referenced peer-reviewed articles produced by researchers working to answer questions related to developmental processes, and psychology.
• Students must work with collegiate staff, librarians, and their professor to find and acquire peer-reviewed articles from library holdings. Contacting a librarian is a good start to obtain assistance with literary searches (Ask a Librarian). However, directly approaching a librarian in Richland’s physical library to find sources is prudent.
• Students should read each article and comprehend content at the level of a sophomore in college.
• Students need to read articles prior to classroom discussions and lectures on related topics.
• There are four Article Quizzes that will consist of, but not limited to, vocabulary, multiple choice, short answer, matching, and essay type questions.
• Students will take Article Quizzes inside our course in eCampus.
• Duration: Students will have 45 minutes to complete each Article Quiz.
• Attempts: Students will have two attempts at each Article Quiz, and the highest score from the two attempts will calculate into the student’s overall grade in this course.
• Each Article Quiz is worth 25 points toward each student’s final point’s total. Total possible points for all ten quizzes is 100 points.

Note: Students will not receive deadline extensions or retakes for any missed Learn Smart, Reading Assignment since there are bonus opportunities in our course, and students can complete our assessments from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

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

• Unit Two: Assessment, Jane Elliot, Brown Eyes-Blues Eyes Exercise
  o Addressed Student Learning Outcomes: 2, and 3
  o Addressed Core Objective: Social Responsibility
  o Addressed Institutional Vision: To Learn
  o Students will watch a video about Jane Elliot’s work with her elementary class.
  o Students will write a discussion thread about the video, as well as reply to a peer’s thread.
  o Students will receive a list of questions to guide their writing.
  o Students must submit their discussions within our course in e-campus.
  o This assessment is worth 25 points. We will use an adapted Value Rubric to score and grade this assignment.

• Unit Three: Discussion
  o Addressed Student Learning Outcomes: Various
  o Addressed Core Objective: N/A
  o Addressed Institutional Vision: To Learn and To Teach
  o Student must participate in two online discussion forums within Blackboard, LMS.
  o Students must incorporate information from referenced peer-reviewed sources, and their textbooks 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 process of an individual.
  o 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.
  o Students must create a three-paragraph initial response to discussion topics, 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.
  o 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 will use a customized 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. Scoring of this assessment is dichotomous (e.g., “complete” or “incomplete”).

Note: Students will not receive deadline extensions or retakes for any missed assessment since there are bonus opportunities in our course, and students can complete our assessments from remote locations. See, “Point Thruster Assignments, BONUS,” for additional information on our bonus assignments.

Point Thruster Assignments, BONUS:
- Each unit’s folder within our course in eCampus contain four Point Thruster Assignments.
- Valuations of each Point Thruster Assignment varies and is related to the difficulty of each assignment.
- Instructions outlining each Point Thruster Assignment were provided in our LMS.
- We will grade all Point Thruster Assignments as “complete” or “incomplete.” Students will not receive partial credit on any Point Thruster Assignment.
- Students may complete one, and only one, Point Thruster Assignment for each unit of our course.
- Points awarded for each submitted Point Thruster Assignment will vary according to the difficulty of the submitted and completed work.

Attendance and Your Final Grade
Attendance may influence a student’s grade in this course, and I will maintain and submit attendance records to Richland College for administrative purposes that may impact a student’s financial aid. Additionally, I strongly recommend daily visits to eCampus.
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.

- **Food and Drink Policy**
  - Students may consume food and beverages in class, assuming all consumed items fall within legal and institutional parameters. Students are responsible for cleaning their area of all food debris and beverage containers. *Failure to thoroughly clean your area after consuming food or a beverage may result in an F for this course.*

- **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**

  - 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). *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.*
  
  - I may choose to record lecture using video or audio equipment. Additionally, I may publish recordings to an LMS for educational purposes.

**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.*

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<thead>
<tr>
<th>Opens</th>
<th>Due Date</th>
<th>Assignments</th>
<th>Notes/Description</th>
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<td>Unit One: Learn Smart, Reading Assignment, Chapter One</td>
<td>“Introduction”</td>
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<td>“Biological Beginnings”</td>
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<td>“Prenatal Development and Birth”</td>
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<td>Marketable Skills: Critical Thinking</td>
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<td>“Physical Development in Infancy”</td>
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<td>“Cognitive Development in Infancy”</td>
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<td>“Socioemotional Development in Infancy”</td>
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<td>Unit One: Article Quiz</td>
<td>Quiz Covers Peer-Reviewed Articles</td>
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<td>“Physical and Cognitive Development in Early Childhood”</td>
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<td>“Socioemotional Development in Early Childhood”</td>
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<td>“Physical and Cognitive Development in Middle and Late Childhood”</td>
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<td>“Jane Elliot, Brown Eyes-Blues Eyes”</td>
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<td>“Socioemotional Development in Middle and Late Childhood”</td>
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<td>“Physical and Cognitive Development in Adolescence”</td>
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<td>You Pick Your Topic for this Discussion</td>
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