Instructor’s Information:
Instructor’s Name: Debbie Jennings, Ph.D.
Phone Number: 972-238-6140
E-mail: DJennings@dcccd.edu
Please be sure to add PSYC 2314.82489 to ALL subject lines in emails addressed to me.
Department office contact in case of emergencies: School of Lead and Social Sciences
C-243
P: (972) 238-6140

Office Hours:

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Time</th>
<th>Location</th>
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<td>By Appointment (M-F)</td>
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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.

Course Title:
Lifespan Growth and Development

Course Number:
PSYC 2314

Section Number:
82428

Course Credit Hours: 3
Course Hours: 3

Class Information:
Online
Census Date:

Wednesday, December 18th, 2019

Last Day to Drop with a W:

Monday, January 6, 2020

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.

Course Prerequisites:

College level ready in Reading.

Course Resources:


Supplies and Supplemental Resources:

Students must use an internet browser to find peer-reviewed articles when prompted. Students will locate and retrieve all referenced sources using Google Scholar, DCCCD's Library Catalog, DCCCD’s, or York U’s Psych Classics.

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.
Method of Evaluation and Assignments:

Chapter Assignments: Chapter Readings are not graded, but necessary to complete the quizzes
- Week 1: Read and Complete Assignments for Chapters 3 & 5 (some assignments may be removed by the Professor, but the readings are required)
- Week 2: Read and Complete Assignments for Chapters 7, 10, & 12 (some assignments may be removed by the Professor, but the readings are required)
- Week 3: Read and Complete Assignments for Chapters 13 & 15
- Unit 4: Read and Complete Assignments for Chapters 18 & 20

Assessments:
- Week 1, Assessment: Marketable Skills
  - 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). Darwin (1877) was referenced on the list created for our Point Thruster Quizzes (Professor may or may not use these assignments).
  - Students will write a paper using Critical Thinking Questions, and Critical Thinking Descriptors.
  - Students will receive more detailed instructions for this assessment within eCampus.
  - Students must complete this assessment using e-Campus.
  - This assessment is worth 16 points. Scoring of this assessment is dichotomous (e.g., “complete” or “incomplete”).

Discussion Boards

Week 1: Students will engage in a discussion of how poverty affects development
Week 2: Students will engage in a discussion of how school failure affects socioemotional development of adolescents
Week 3: Students will engage in discussion exploring the Erikson’s stages of development during adulthood
Week 4: Students will view a video and discuss end of life issues

Attendance:
- This is an online course so participation is required for your certification.

Grading Structure:

Individual Assignments:

Week 1: Critical Thinking Skills Assignment: 16 points
  - Chapter Quizzes: 25 points each (50)
Week 2: Chapter Quizzes: 25 points each (75)
Week 3: Chapter Quizzes: 25 points each (50)
Week 4: Chapter Quizzes: 25 points each (50)
Discussion Boards:
The Cycle of Poverty: 40 points  
School Failure:  40 points  
Adult Development:  40  
The Last Lecture:  40 points  

**Grading Summary:**
Mandatory Assignment = 15 Possible Points  
Chapter Quizzes = 225 Possible Points  
Discussion Boards = 160

*Total Possible Points = 400 Points*

**Grading Scale:**
- A: 360-400 total points  
- B: 320–359 total points  
- C: 280-319 total points  
- D: 240 – 279 total points  
- F: Fewer than 240 total points  

*Note: 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 should questions arise.*

**Discussion Board Rubric**
**Phase 1: Discussion Board Answer (Total 20 points)**
The following criteria will be considered when grading the discussion board assignment:

1. **Content - 10 points**
   - **Did the student answer the questions presented?** Was the answer coherent and well-thought out? 
   - Knowledge Integration – 6 points

2. **Did the student demonstrate that something related to the discussion topic was learned?** The question may ask for your opinion, however, you need to support your statements with examples or information from the readings/videos (e.g., textbook or attached article, video). 
   - Writing- 4 points

3. **Did the posted assignment reflect college-level writing?** Correct grammar and punctuation should be used and the assignment should be written in complete sentences. Be sure to edit your answer for spelling. Do not use “text” lingo or other abbreviations that are not appropriate for a college paper.
Phase 2: Responding to Your Classmates
(20 Points Total; 10 points for each of the two responses)

Although you are welcome and encouraged to make more than two responses, only two responses will be graded and recorded. Extra-credit will not be given for additional responses unless otherwise stated.

The replies to student postings will be graded using the following rubric:

0 pts  Student does not post the required 2 replies.

1–4 pts.  Reply is too general, saying little more than “I agree”; or reply does not reflect that the student has thoroughly read the posting. Comment does not contribute meaningfully to the discussion. {Below Standard}

5–8 pts.  Reply contributes substantially to the discussion, provides evidence or support for statement, and uses the terminology of the course (where appropriate). {Standard}

9–10 pts.  Reply clearly demonstrates a higher level of thought and makes a novel point. Student may pull information from other sources or demonstrate critical thinking. This comment moves the discussion to a higher level. {Excellent}

When responding to your classmates, be respectful of their ideas. You should provide thoughtful and logical responses. Ideally, you should display critical thinking by showing a depth of reflection to ideas. As much as possible, try to logically develop your replies; show the classmate how you come to think about the issue or idea. You want to avoid simple replies such as

• Great post.
• I agree with you totally.
• Good thinking. keep up the good work.
• Your post made me think about this differently.

In other words, your reply must add something new to the “conversation.”

Replies should follow “Netiquette” and be courteous of classmates. Focus on ideas rather than attacking classmates. With online communication, it is easy to allow emotions to flow and unintentionally offend someone. I will respond with a personal email if I think your tone is not appropriate or if it appears that you are criticizing the person rather than the concept.
• Always “sign” your replies with your name.

Late Work:

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.

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.
Attendance Policy:

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.

Food and Drink Policy: (This does not apply to Online Students)

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.

Electronic Use: (This does not apply to Online Students)

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.

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.
Richland College
Dallas County Community College District
Spring 2020 (Wintermester): December 16, 2019 through Friday, January 10, 2020

Student Academic Progress:

Students may discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester from academic advisors and career specialists. Check RLC Admissions and RLC Advising for more details.

Institutional Policies:

DCCCD and Richland College's Institutional Policies
Richland College  
Dallas County Community College District  
Spring 2020 (Wintermester): December 16, 2019 through Friday, January 10, 2020

**Course Calendar:**

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

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<th>Assignments</th>
<th>Notes/Description</th>
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<td>Week 1</td>
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<td><strong>12/17/19</strong></td>
<td>Marketable Skills: Critical Thinking</td>
<td>Assignment</td>
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<td><em>Completion Required for Certification of Roster</em></td>
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<td></td>
<td>The Cycle of Poverty Phase 1</td>
<td>Discussion Board</td>
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<td></td>
<td>The Cycle of Poverty Phase 2</td>
<td>Discussion Board</td>
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<td>Chapter Quizzes -3 &amp; 5</td>
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<td><strong>12/29/19</strong></td>
<td>School Failure Phase 1</td>
<td>Discussion Board</td>
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<td>School Failure Phase 2</td>
<td>Discussion Board</td>
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<td>Chapter Quizzes – 7, 10, &amp; 12</td>
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<td><strong>01/05/20</strong></td>
<td>Adult Development Phase 1</td>
<td>Discussion Board</td>
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<td>Adult Development Phase 2</td>
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<td>Chapter Quizzes Ch 13 &amp; 15</td>
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<td><strong>01/10/20</strong></td>
<td>The Last Lecture Phase 1</td>
<td>Discussion Board</td>
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<td>The Last Lecture Phase 2</td>
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*Note: All Assignments Close on Established Due Dates at 11:59 pm.*