Lifespan Growth and Development
Richland College

Instructor Information
Name: Dr. Jennifer Jones
DCCCD Email: jrjones@dccc.edu
Office Phone: 214-890-3869
Office Location: WH276
Office Hours: MWF-1:30-2:30pm
          TR-2:00-3:00pm
Division Office and Phone: C243 972-238-6230

Course Information
Course Title: Lifespan Growth and Development
Course Number: Psyc 2314
Section Number: 83003
Semester/Year: SPRING/2020
Credit Hours: 3
Class Meeting Time/Location: TR 12:30-1:50/N210
Certification Date: CHECK CALENDAR
Last Day to Withdraw: CHECK CALENDAR

Course Prerequisites
One of the following must be met: (1) Developmental Reading 0093, (2) English as Second Language (ESOL) 0044, or (3) have met the Texas Success Initiative (TSI) reading standard and Psychology 2301 is recommended.
Course Description
The course is a study of human growth, development, and behavior. Emphasis on psychological changes during life. Processes of life from prenatal beginnings through adulthood and aging are included.

Student Learning Outcomes
Upon Completion of PSYC 2314, students should be able to demonstrate:
1. an understanding of developmental psychology throughout the lifespan.
2. an understanding of the research methods used in developmental psychology.
3. knowledge of the basic language of developmental psychology.
4. a description of the basic theories of developmental psychology and how they are used.
5. an understanding of how to apply the above to everyday life.

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

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMS</td>
<td>3 @ 100 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Journal summaries</td>
<td>2 @ 30 points each</td>
<td>60 points</td>
</tr>
<tr>
<td>Participation</td>
<td>2 points a day</td>
<td>30 points</td>
</tr>
<tr>
<td>Alcohol Article</td>
<td>1 @ 10 points</td>
<td>10 points</td>
</tr>
</tbody>
</table>

**TOTAL: 400 points**

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360-400</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>359-320</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>319-280</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>279-240</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-239</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

Three exams will be given throughout the semester. You will need three scantrons (Form No 882-E) for the three exams in the course. The can be purchased at the book store (located in the Sabine building), or there are vending machines with scantrons for purchase in El Paso and Medina buildings. They look like this:
Each exam will be worth 100 points. The exams will be structured with a combination of multiple choice and short answer questions. Exam questions will be taken from class lectures and assigned readings. Make-up exams will only be administered if the student provides a University approved excuse (see Catalog). If a student has an university approved excuse AND CONTACTED ME regarding the missed exam then he/she can make up the exam on the day of the final exam (see schedule of final exams for date). This means, you the student, will have to study and take your final exam along with the exam that you missed (e.g., exam 1 or exam 2). It is highly recommended that you make every attempt to be there on the exam to avoid this situation. Students have to CONTACT ME 1st in order to take any make-up test. Students that did NOT CONTACT me will not be allowed to take the exam on the final exam date and the student will receive a zero and will fail the course.

There will be a total of 3 assignments to complete throughout the course.

1. You will complete 2 journal article summations that will be completed for this course. I WILL NOT ACCEPT LATE WORK!! THE ANSWER IS NO, DON’T BOTHER ASKING.

You will find 1-scientific, peer-reviewed, journal articles regarding lifespan and development. This includes a wide-range of topics to choose from and many different developmental periods in life. I have provided you with an appropriate article and summation of this journal article for you to use as a template to write your own summaries on ecampus. I HIGHLY RECOMMEND YOU FOLLOW THIS EXAMPLE!! Your article must come from Richland’s library system: EBSCO search engine. Below are step by step instructions regarding logging on and searching for your journal article.

Follow these steps for utilization of the search engine EBSCO:
1. Go here: https://alt.richlandcollege.edu/library/
2. Click on “search databases”
3. Click on “Academic Search Complete”

This will bring you to the EBSCO site:
1. Click “advanced search” – this will give you 3 options for word searches: you can search your key words in the title, text, the author, etc.—change the “select a field”
2. Click “peer reviewed” “full-text” and select the search date to 2008

You must make sure that this journal article is appropriate according to the criteria listed above (i.e., peer reviewed article, 2008-present). This article MUST involve empirical
data, meaning the psychological concept was observed and/or experimented in some way (e.g., there will be a method, results, and discussion section in an appropriate source). It is **HIGHLY RECOMMENDED AND ENCOURAGED** that students ask for approval before using a source as their journal summary. This paper will need to follow **APA** (American Psychological Association) **FORMAT!** I have provided you with a template you can follow in order to correctly format your paper. You may also visit: [http://www.apastyle.org/](http://www.apastyle.org/). This website has many useful instructions, video tutorials, etc.

In order to receive **FULL CREDIT** you must incorporate the following criteria:

a. 2 pages MINIMUM and MAXIMUM
b. **APA style** (follow template, double space, times roman 12-font, etc.)
c. Article chosen must be **empirical** from **2008-present** and must be **relatable to the class material**.
d. Spelling, grammar, sentence structure, punctuation, etc. **ALL must be 100% perfect**
e. Must be **well-articulated** sentence structures (PROOFREAD, PROOFREAD, PROOFREAD!!!!!!) Have someone else **proofread** your paper!!
f. The paper must have a **coherent structure** (e.g., brief summation of the concepts investigated, the methodology used, the findings, critiques of study, and future directions for research) and it must flow well and **make sense**!
g. Student must present a **general understanding of the article chosen**.
h. Student must **follow all basic directions listed on the rubric** given that will be used to grade the summaries.

*Anything that deviates from what I have asked of you in this assignment WILL BE DEDUCTED FROM YOUR TOTAL AVAILABLE POINTS.*

2. **The third assignment** will involve you accessing an article I provide for you on ecampus. It is labeled, “Alcohol Article.” You will answer all of the questions regarding the article in a 250-word essay. **This will be completed and submitted via ecampus.** This is worth 10 points of your grade. This project is designed to: sharpen your critical thinking skills, broaden your communication ability, develop social responsibility, and finally, improve your empirical and quantitative skills.
**Attendance**

Attendance is mandatory and will account for a portion of your grade. If you do not come to class on a regular basis you **will not do well** and there is a much higher probability you will **fail** the course. Grade point average and class attendance are positively correlated, such that, the more you come to class the higher your grade. Reversely, the less you come to class the lower your grade. You paid for this college class, so you might as well get something out of it. The tests are heavily influenced by lecture, in-class activities, and in-class discussions; therefore, if you miss class you will miss important information for exams and for your everyday life. Do not be dumb. Come to class.

Your participation grade will consist of:
1. Being present in class (i.e., not sleeping)
2. Staying in class (i.e., not coming in late, or leaving early)
3. Participating in class (i.e., via discussions in class, activities conducted in class)

*Students will lose a maximum of 2 points per day if they are not in class. Therefore, a student always knows his/her participation grade by adding up the amount of days missed, multiplying this number by 2, and then subtracting this number by 30. Points will also be deducted from your participation grade if you leave early, come late, sleep, etc.*

**Late Work Policy**

No late work will be accepted. Do not ask.

**Other Course Policies**

1. **Do not email or call to ask what materials will be in missed classes.** Material covered in class is your responsibility. If you miss class, find a classmate with whom you can share resources. I do not have the physical time to recap everything to everyone who misses class. I suggest you make a genuine effort to be present during class and befriend classmates in order to get information missed in class.

2. **Do not email or call asking to be bumped up to the next letter grade.** I do not entertain these requests. I have provided you with many opportunities for extra credit points.

3. **Do not email using poor communication form.** I consider email to be a formal channel of communication. Therefore, I expect you to identify yourself, to use proper
capitalization, spelling, and punctuation. Do not use « text language » or associated abbreviations. I have 200 hundred + students and I need you to tell me your name, course number, and section number. These things can be found on the syllabus. Emails that are not properly addressed and written will be ignored.

4. Do not email or call about anything that is already explained in the syllabus. These emails/calls will be ignored. You have all the information about this course and the grading procedure on this document.

5. Students are expected to be punctual. This involves you coming to class on-time and staying present the entire class (not sleeping, etc.). Actions that defy punctuality will be noted.

6. Students are expected to be respectful to all other students and professor. Psychology courses seem to evoke debates, discussions, questions, personal anecdotes, etc. I appreciate and welcome these opportunities; however, you need to be open-minded, courteous, and practice your listening skills while others are speaking.

7. Students are not allowed to bring any electronic device to class. This includes but is not limit to: cell phones, laptops, ipads, ipods, etc. Food and drinks are allowed.

*You have to provide me with your undivided attention for a maximum of the course. Please be respectful by attending class and being an active student for the duration of the course. In return, I promise you will learn, have fun, and be a little bit more disciplined at the end of the semester. Thank you 😊

ACADEMIC PROGRESS
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check Step 6 - Advisement and Registration at www.richlandcollege.edu/admissions/process.php for more details.

Student Progress Reports
You will receive an email periodically in the semester stating, “student progress report.” This is to let you know if you are doing “satisfactory” at that point in the semester or “unsatisfactory.” This is NOT your GRADE and will not be indicative of your final outcome (i.e., grade) in the course. For example, one may have a satisfactory performance on his/her student progress report and still fail the course; likewise, a
student may have an unsatisfactory performance at the time of the report and still pass the course. You need to understand that you can **ALWAYS** calculate your grade (all grades are posted in ecampus) and correlate it with the point system for this course (in syllabus under “evaluation and grading scale”).

**DIRECTIONS TO DR. JONES’ OFFICE:**
*I have been told in the past that my office is difficult to find. If you decide to see me during my office hours my office is in the Wichita Hall (WH) building (building across from Sabine; on the West end of campus), room: 276. When you enter the WH building you will go upstairs and wall all the way down the hall until it dead ends (on the north end). Then you will take a right at the dead end and my office is on the very last hall. There are pictures all over the door along with my name; it is hard to miss once you get to the hallway. I recommend printing off the campus’ map and have it readily available until you know your way around the campus more. Here’s a link to get a campus map: [http://www.richlandcollege.edu/map/](http://www.richlandcollege.edu/map/)

**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 Schedule**

**Template 1: Listing of Topics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Study of Human Development</td>
<td>The Study of Human Development</td>
</tr>
<tr>
<td>Theory and Research</td>
<td>Theory and Research</td>
</tr>
<tr>
<td>Forming a New Life</td>
<td>Forming a New Life</td>
</tr>
<tr>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>EXAM 1: THURSDAY, SEPTEMBER 26TH</strong></td>
<td><strong>EXAM 1: THURSDAY, SEPTEMBER 26TH</strong></td>
</tr>
<tr>
<td>The 1st 3 years: Physical/Cognitive/Psychosocial Development</td>
<td>The 1st 3 years: Physical/Cognitive/Psychosocial Development</td>
</tr>
<tr>
<td>Early Childhood: Physical/Cognitive &amp; Psychosocial Development</td>
<td>Early Childhood: Physical/Cognitive &amp; Psychosocial Development</td>
</tr>
<tr>
<td><strong>ARTICLE SUMMATION #1: THURSDAY, OCTOBER 10TH</strong></td>
<td><strong>ARTICLE SUMMATION #1: THURSDAY, OCTOBER 10TH</strong></td>
</tr>
<tr>
<td><strong>EXAM 2: THURSDAY, OCTOBER 31ST</strong></td>
<td><strong>EXAM 2: THURSDAY, OCTOBER 31ST</strong></td>
</tr>
<tr>
<td>Middle Childhood: Physical/Cognitive &amp; Psychosocial Development</td>
<td>Middle Childhood: Physical/Cognitive &amp; Psychosocial Development</td>
</tr>
<tr>
<td>Adolescence: Physical/Cognitive &amp; Psychosocial Development</td>
<td>Adolescence: Physical/Cognitive &amp; Psychosocial Development</td>
</tr>
<tr>
<td>Topic</td>
<td>Readings &amp; Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Older Adulthood: Physical/Cognitive &amp; Psychosocial Development</td>
<td>Older Adulthood: Physical/Cognitive &amp; Psychosocial Development</td>
</tr>
<tr>
<td><strong>ARTICLE SUMMATION #2: TUESDAY, DECEMBER 3(^{RD})</strong></td>
<td><strong>ARTICLE SUMMATION #2: TUESDAY, DECEMBER 3(^{RD})</strong></td>
</tr>
<tr>
<td><strong>FINAL: THURSDAY, DECEMBER 12(^{TH})</strong></td>
<td><strong>FINAL: THURSDAY, DECEMBER 12(^{TH})</strong></td>
</tr>
</tbody>
</table>