Lifespan Growth and Development
Richland College

Instructor Information
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Course Information
Course Title: Lifespan Growth and Development
Course Number: Psyc 2314-83004
Section Number: 83004
Semester/Year: SPRING 2020
Credit Hours: 3
Class Meeting Time/Location: Monday and Wednesday 12:20-1:50 PM C-246
Certification Date: CHECK COLLEGE CALENDAR
Last Day to Withdraw: April 16, 2020

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 (POINT ASSIGNMENT SUBJECT TO MODIFICATION)

Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>UNIT TESTS</td>
<td>4 @ 150 points each</td>
<td>600 points</td>
</tr>
<tr>
<td>LEARNSMART ASSIGNMENTS</td>
<td>20 @ 10 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>DISCUSSION BOARDS/IN CLASS ACTIVITIES</td>
<td>4 @ 25 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Alcohol Article</td>
<td>1 @ 10 points</td>
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**TOTAL:** 1000 points

Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tr>
<td>900-1000</td>
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<td>700-799</td>
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<td>600-699</td>
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<td>&lt;600</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Description of Graded Work

These will be in blackboard (eCampus), but you will need to make sure you get your access code and are set up through McGraw Hill’s website in order to complete your exams and learn smart activities. [http://connect.mcgraw-hill.com](http://connect.mcgraw-hill.com)

**NO LATE ASSIGNMENTS OR EXTENSIONS FOR ANY MATERIAL.**

1. **TESTS:** 600 POINTS, 4 exams @ 150 points each
You will take weekly quizzes via LearnSmart, that will consist of 10 questions each pertaining to the appropriate chapter(s). You will have 20 minutes to complete the exam. Once you begin the exam you must complete it. Watch your time.

Each quiz will begin at 12:00am (see calendar) and will end on that same day at 11:59pm. The quizzes and tests will be accessible through eCampus under the TAB that states, LEARNSMART. You will be able to access these on the day they are given (see calendar below) and remember once you begin you must finish, and you will have a specific time frame to complete the assessment once you begin. It is HIGHLY RECOMMENDED that you take the exams on a desktop computer (not a laptop, etc.) because this will significantly reduce the probability of any technological errors (e.g., getting booted off the system).

2. LEARNSMART QUIZZES: 200 POINTS: 20 assignments @ 10 points each
   You will have a specific time to complete these depending on when the quiz will occur. See due dates within LEARNSMART, in eCampus.

WHAT IS LEARNSMART?
LearnSmart is an interactive study tool that adaptively assesses your skill and knowledge level to track which topics you have mastered, and which require further instruction and practice. Based upon your progress, it then adjusts the learning content based on your knowledge strengths and weaknesses, as well as your confidence level around that knowledge.

LearnSmart’s adaptive technology also understands and accounts for memory degradation. It identifies the concepts that you are most likely to forget over the course of the semester—by considering those that you had been weakest on or least confident with—and encourages periodic review by yourself to ensure that concepts are truly learned and retained. In this way, it goes beyond systems that simply help you study for a test or exam and helps you with true concept retention and learning.

If you miss a LearnSmart activity you WILL NOT be allowed to finish AFTER the due date. Please keep up with material and due dates throughout the semester.

These will be in eCampus under “LearnSmart Assignments”

3. DISCUSSION BOARD/IN CLASS ACTIVITIES 100 POINTS: 4 discussion forums @ 25 points each
You will be able to get to know your fellow classmates in this virtual class by participating in discussion board forums. You will have 4 discussion boards that you will participate in by incorporating relevant class material (when necessary-see individual discussion board assignment instructions).

INSTRUCTIONS ON HOW TO POST ON DISCUSSION BOARD (technical “how to” on eCampus)

1. On eCampus, click on the DISCUSSION BOARD button, and the relevant topic assigned.
2. Click on the title of the relevant discussion board assignment and read the question(s). Then click on the Discussion Board button to post your responses.
3. Post your comments, answers, observations to discussion board prompts by adding new thread (+thread ).
4. Once others have posted their answers, click on any one of their messages to introduce yourself and respond to their comments, answers, observations about the topic. Do not click on their name.
5. Read their message.
6. Click on “reply” and compose your message as an addition and submit it by clicking on submit at the bottom right hand corner. If you click on save, it will save it as a draft but will not post your reply. Your responses should be a minimum of 5-8 sentences in length for each response.
7. Be sure to find a new partner each time you participate in discussions and to introduce yourself to your new partner with an introductory paragraph.
8. Do this as many times as you have ideas or wish to comment, but you must do it at least one time to two different people. It is important that you converse with different people for each assignment so that you can learn from, and teach, everyone in the class.
9. Make it a standard practice to check your calendar so you do not miss out on the discussions.

If you need assistance with this process you should contact eCampus technical support at (972) 669-9402. Your comments, answers, observations to discussion board prompts must be posted in the discussion board section.

INSTRUCTIONS ON HOW TO ACCUMULATE POINTS ON DISCUSSION BOARD (point allocations)

Each discussion board will begin at 12:00am (on the discussion board forum day-see calendar below for dates) and will end on the next day (24 hours) for your post
(response to the discussion board topic) You will then have 2 days to respond to you classmates; you must respond to AT LEAST 3 CLASSMATES. The discussion boards will be accessible through eCampus under the TAB that states, DISCUSSION BOARD. You will be able to access these discussion boards on the day they are given (see calendar below) and will have 2 days to respond to classmates

The discussion board assignments are to help you improve your critical thinking, writing and communication skills; to provide multiple opportunities for you to learn from your colleagues; and to help you to cultivate a psychological perspective.

To receive the maximum number of points (25 pts.) on the discussion boards you must remember to incorporate the following elements into your personal responses/essays as well as your feedback responses/essays to your colleagues. For each discussion board your title should be your first and last name, and not the subject/title of the discussion board. This allows me to know who a student is responding to in the discussion board.

1. Each of your response/posting should be proof-read and edited (e.g., correct grammar, sentence structure, spelling, punctuation) before submitting. (5 pts.)

2. You must complete the discussion board on the day it is due (see calendar below) and also respond the required number of postings (must respond to 2 classmates) in the given timeframe (which will be 2 days after discussion board is due). (5 pts.)

3. Each of your discussion posts are essays. Your response to each discussion board question should be a "minimum" of 5-8 sentences, but more is always better. You want to make sure you completely answer the question and respond correctly in order to receive full credit (5 pts.)

4. Your response should include a clear and concise perspective, experience and/or postulate. Remember: Your individual perspectives, ideologies and experiences have been passed down through social interactions that include culture, socialization, and social institutions (e.g. family, education, religion, media, government, economy and work). So, try not to generalize about your beliefs (unless it specifically asks you), but rather truly reflect on (and include in your response) the psychological perspective, specifically the course content (theories, research, etc.). Statements such as, “that’s fascinating,” “wow, I can’t believe that,” “I understand,” etc. are not acceptable response, please keep in mind you must incorporate relevant material when you respond not just opinion. (4 pts.)
5. Your response should provide 2-3 examples/sentences to support your postulate.
   (5 pts.)

*Your response postings should not consist of types of statements of approval or disapproval (e.g. I agree with what you said that…I disagree with what you said…rather statements of reflection, discovery, or inquiry. *Note: A tip for getting at the heart of what "you" truly think or believe about a particular topic or social issue, I recommend the following personal exercise. Answer the initial question with the first thought, emotion or experience that comes to your mind, then in response to your response ask yourself and answer the question "Why?" to each subsequent response at least five times. Sort of like a child does when he or she is five years old and wants his/her mom or dad to explain something to their satisfaction. (Ex. Child asks, "Mom why do we eat turkey on Thanksgiving?" Mom gives the explanation and the child asks why several more times.)

*Anything that deviates from this WILL BE DEDUCTED FROM YOUR TOTAL AVAILABLE POINTS.

ASSIGNMENT DUE AND END DATES
Please keep in mind when all of your material will begin and end as you are responsible throughout the semester for this.

The calendar “START dates” (i.e., the dates listed below in the syllabus) are the dates in which you can BEGIN the assignment.

The DUE dates stated in eCampus are the dates in which the assignment will END. You will no longer have access to this material after this date.

***PLEASE BE AWARE OF THIS. The reason for the discrepancy is due to the fact that you can start certain assignments (syllabus dates) and will have a window of time before the assignment is due (eCampus dates).
Attendance is mandatory. 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. Come to class – you are important! This class is a responsibility and a commitment for yourself. It is only 15 actual class weeks. I am confident in your success.

**Extra Credit**

There are different opportunities for extra credit points in this course. You may choose any of the following choices stated below but will only receive a **MAXIMUM of 30 points extra credit**. For example, if you completed **two** learning center workshops throughout the semester (which is a total of 10 points) and you did the research assignment, you will get a total of 30 points extra credit. Please be aware of this and complete your 10 points wisely if you choose to engage in an extra credit opportunity.

1. **Attending a learning center workshop.**
   
   Students may also earn extra credit by attending the learning center’s workshops. These are 50-minute workshops to help you in areas you choose (e.g., study skills, anger management, test anxiety). These workshops are worth 5 extra credit points for each 50-minute workshop you attend. You may go to as many as you choose; however, you will only receive 10 extra credit points at the maximum which is two workshops. You will receive a sheet of paper you need to hand into me in order to receive credit. You can take a picture and email it to me. Only 15 people allowed per session; therefore, **you should not procrastinate!** See website, under “Connections, Study Skill Workshops” for times and dates that the workshops will be held. There are **typically online workshops available** also you can call and inquire about those opportunities.

Website: [https://www.richlandcollege.edu/services/academic-support/tutoring/pages/tutoring-workshops.aspx](https://www.richlandcollege.edu/services/academic-support/tutoring/pages/tutoring-workshops.aspx)

Building: Medina Hall – M216
Phone number: 972-238-6226
email address: TLC-RLC@dccc.edu
2. **Complete a journal article summary.**

You may also complete a journal article summary for 20 extra credit points. See journal article summary instructions below for details. It is very important to note that 20 points are not granted to a completed research paper below. This paper needs to be up the college-level standard and if you do not meet all the criteria listed you WILL NOT receive the full extra credit amount. It is possible to complete a research paper and receive ZERO points because it was not completed correctly, according to standards, or did not meet criteria. **ALL PAPERS MUST BE YOUR OWN WORK, YOUR OWN WORDS. NO QUOTES FROM THE RESEARCH ARTICLE.**

To complete, find one scientific, peer-reviewed, journal articles regarding social psychology. This includes a wide range of topics to choose from and many theories to investigate. 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. **THIS WILL NEED TO BE SENT TO ME BEFORE VIA ECAMPUS PRIOR TO FINALS WEEK.**

Follow these steps for utilization of the search engine EBSCO:

Go here https://alt.richlandcollege.edu/library/

1. Click on “databases”
2. 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, etc.). 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/MAXIMUM
b. **APA style** (follow template, double spaced, times roman 12-font, etc.)
c. Article chosen must be **empirical** from **2010-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**. (specifically, what you learned from the article, and what chapters it addressed in the text)
h. Student must **follow all basic directions listed above**.

**Late Work Policy**
No late work will be accepted, no extensions granted.

**Other Course Policies**
1. **Do not email or call asking to be bumped up to the next letter grade.**
   You are provided with many opportunities to earn 1,000 points and 30 points for extra credit.

2. **Please use email to communicate respectfully ANYTHING during this course.**
   **No poor communication form.** Address all member of the class with kindness.
   Email and any other means of electronic communication are a formal channel of communication. Therefore, kindly identify yourself, use proper capitalization, spelling, and punctuation. Do not use « text language » or associated abbreviations. Identify your class section and your name. These things can be found on the syllabus. It is strongly recommended using the college email address when you registered. Emails that are not properly addressed and written will be ignored.

3. You have all the information about this course and the grading procedure on this document. Any modifications will be announced in class and posted within eCampus.
4. Students are expected to be respectful to all other students and professor on discussion boards, emails, etc. 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 expressing opinions.

5. Students are responsible for all material, due dates, and reading that is involved in this course.
You are responsible for doing assignments on time. If time management is not a strong suit for you, I would recommend NOT taking this course until you become better at this skill.

6. Students are expected to have knowledge and ability to utilize computer mediated devices (i.e., are able to be proficient using online course material). If you do not feel you are able to effectively use electronic means (i.e., eCampus, email, basic computer knowledge) I would recommend you NOT taking the course until you become better at this skill.

**ACADEMIC PROGRESS**
Students are encouraged to discuss academic goals and degree completion with their instructors. I am always glad to help you understand how well you are doing. 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”).

[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

Listing of Topics: START DATES ARE LISTED BELOW (DATES IN WHICH YOU MAY BEGIN WORK) THE DUE DATES ARE LISTED IN ECAMPUS (THIS DATE IS WHEN YOU WILL NO LONGER BE ABLE TO ACCESS MATERIAL)

<table>
<thead>
<tr>
<th>Readings &amp; Assignments</th>
<th>DATES TO BEGIN ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE UNIT #1 CHAPTERS 1-5; SYLLABUS ASSG</td>
<td>Wednesday January 22</td>
</tr>
<tr>
<td>DISCUSSION BOARD 1</td>
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<tr>
<td>LS1: CHAPTER 1</td>
<td></td>
</tr>
<tr>
<td>LS2: CHAPTER 2</td>
<td>Monday February 3</td>
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<tr>
<td>LS3: CHAPTER 3</td>
<td>Monday February 10</td>
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<tr>
<td>LS4: CHAPTER 4</td>
<td>Monday February 17</td>
</tr>
<tr>
<td>LS5: CHAPTER 5; Test #1</td>
<td>Monday February 24</td>
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<tr>
<td>COURSE UNIT #2 CHAPTERS 6-10 LS: CHAPTER 6-7</td>
<td>Monday March 2</td>
</tr>
<tr>
<td>LS: Chapter 8-9; DISCUSSION BOARD 2</td>
<td>Monday March 9</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td>Monday March 16</td>
</tr>
<tr>
<td>LS: CHAPTER 10; UNIT TEST #2</td>
<td>Monday, March 23</td>
</tr>
<tr>
<td>Readings &amp; Assignments</td>
<td>DATES TO BEGIN ASSIGNMENTS</td>
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<tr>
<td>COURSE UNIT #3 CH 11-15</td>
<td>Monday, March 30</td>
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<tr>
<td>LS CHAPTER 11;</td>
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<tr>
<td>DISCUSSION BOARD 3</td>
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<tr>
<td>LS CHAPTER 12-13</td>
<td>Monday, April 6</td>
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<tr>
<td>LS: CHAPTER 14-15; Test #3</td>
<td>Monday, April 13</td>
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<tr>
<td>DISCUSSION BOARD 4</td>
<td>Monday April 13</td>
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<td>COURSE UNIT #4 CHAPTERS 16-20</td>
<td>Monday, April 20</td>
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<tr>
<td>LS: CH 16</td>
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<tr>
<td>ALCOHOL ARTICLE DUE</td>
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<tr>
<td>LS: CHAPTER 17-18</td>
<td>Monday, April 27</td>
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<tr>
<td>LS: CHAPTER 19-20</td>
<td>Monday May 4</td>
</tr>
<tr>
<td>FINAL EXAM ON CH 16-20</td>
<td>TBD WEEK OF MAY 11</td>
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