Instructor’s Information:
Instructor’s Name: Debra Jennings, Ph.D.
Phone Number: 972-238-6140
E-mail: DJennings@dcccd.edu
Please be sure to add PSYC 2314.89420 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>
</tr>
</thead>
<tbody>
<tr>
<td>By Appointment (M-F)</td>
<td>Negotiable</td>
<td>C-243</td>
</tr>
</tbody>
</table>

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:
89420

Course Credit Hours: 3
Course Hours: 3

Class Information:
Online

Census Date:
Monday, January 27th, 2020
Richland College  
Dallas County Community College District  
Spring 2020: Tuesday, January 21st through Thursday, March 12th, 2020

**Last Day to Drop with a W:**

Wednesday, February 26th, 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.
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

**Graded Work:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>4 @ 40 points</td>
<td>160 points</td>
</tr>
<tr>
<td>Chapter Assignments (these are quizzes)</td>
<td>16 @ 25 points each</td>
<td>400 points</td>
</tr>
<tr>
<td>Unit 1 Assessment -Critical Thinking</td>
<td>1 @ 16 points</td>
<td>16 points</td>
</tr>
<tr>
<td>Unit 2 Assessment – Brown Eyes/Blue Eyes</td>
<td>1 @ 25 points</td>
<td>25 points</td>
</tr>
<tr>
<td>Unit 4 Assessment - Alcohol Paper</td>
<td>1 @ 15 points each</td>
<td>15 points</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>1 @ 7 points each</td>
<td>7 points</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>2 @ 2.5 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**Total Points (minus Extra Credit): 616**
Grading Structure

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>554 - 616</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>493 - 553</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>431-492</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>370 - 430</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-429</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be posted within 48 hours of the due date or upon receipt of an assignment unless unforeseen circumstances occur. If this happens I will post an announcement.

Final grades are a simple average of points earned divided by total points available (616)

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.

Description of Graded Work

Chapter Assignments:
- Unit 1: Read and Complete Assignments for Chapters 1-6 (some assignments may be removed by the Professor, but the readings are required)
- Unit 2: Read and Complete Assignments for Chapters 7-12 (some assignments may be removed by the Professor, but the readings are required)
- Unit 3: Read and Complete Assignments for Chapters 13-16 (some assignments may be removed by the Professor, but the readings are required)
- Unit 4: Read and Complete Assignments for Chapters 17-20 (some assignments may be removed by the Professor, but the readings are required)

Assessments:
- Unit 1, Assessment: Marketable Skills
  - Students will acquire and read one of the articles referenced on the list uploaded in the Syllabus/Course Info link.
  - 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.
  - Addressed Student Learning Outcomes: 3
  - Addressed Core Objective: Critical Thinking
Richland College
Dallas County Community College District
Spring 2020: Tuesday, January 21st through Thursday, March 12th, 2020

- Addressed Institutional Vision: To Learn
- Marketable Skill: Critical Thinking

**Unit Two: Assessment, Jane Elliott, Brown Eyes-Blues Eyes Exercise**
- Students will watch a video about Jane Elliott’s work with her elementary class.
- Students will write a discussion thread about the video, as well as reply to a peer.
- Students will receive a list of questions to guide their writing.
- Students must submit their discussions within our course in e-campus.
- Addressed Student Learning Outcomes: 2, and 3
- Addressed Core Objective: Critical Thinking
- Addressed Institutional Vision: To Learn

**Unit Three: No assessment assignment**

**Unit Four: Assessment, Alcohol Paper**
- 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.
- 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

Discussion Boards

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

Discussion Board Rubric

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

- **Content - 10 points**
  **Did the student answer the questions presented?** Was the answer coherent and well-thought out?

- **Knowledge Integration – 6 points**
  **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**
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.

Extra Credit
There are 2 extra credit opportunities for the course. Points will be added to your final grade.

•  Attend up to 2 Psychduck meetings/events – 2.5 points for each meeting
•  View the video presentation on The Science of Happiness and submit your notes. The instructions are in the Assignments Tab on the left side of your landing page. The assignment is worth up to 7 points added to your final grade.
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.

If there is a circumstance that results in a missed due date, the professor of this course reserves the right to accept or decline the request for submission; however, if accepted there will be a 20% point deduction for assignments posted more than 24 hours after the due date.

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.

Attendance will be required in order for students to be certified for Financial Aid. All students MUST POST IN THE COURSE ON OR AFTER THE FIRST DAY OF THE COURSE AND BEFORE THE POSTED CERTIFICATION DATE. Perusing the course prior to the first day of class does not count as attendance.

Food and Drink Policy:
Although this is an online class and students may consume food and beverages at their pleasure, the policy is required to be included in the syllabus.

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:
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.

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
Course Calendar:

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

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignments</th>
<th>Notes/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-25-2020</td>
<td>Uni 1: Assessment</td>
<td>Marketable Skills: Critical Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Completion Required for Certification of Roster</td>
</tr>
<tr>
<td>01-25-2020</td>
<td>The Cycle of Poverty Phase 1</td>
<td>Discussion Board - Initial Post</td>
</tr>
<tr>
<td>02-01-2020</td>
<td>The Cycle of Poverty Phase 2</td>
<td>Discussion Board – Replies to others</td>
</tr>
<tr>
<td>02-02-2020</td>
<td>Chapter 3-6 Assignments</td>
<td>Reading/Quizzes</td>
</tr>
<tr>
<td>02-08-2020</td>
<td>Unit Two: Assessment</td>
<td>“Jane Elliott, Brown Eyes-Blues Eyes”</td>
</tr>
<tr>
<td>02-08-2020</td>
<td>School Failure Phase 1</td>
<td>Discussion Board - Initial Post</td>
</tr>
<tr>
<td>02-15-2020</td>
<td>School Failure Phase 2</td>
<td>Discussion Board – Replies to others</td>
</tr>
<tr>
<td>02-16-2020</td>
<td>Chapter 8-12 Assignments</td>
<td>Reading/Quizzes</td>
</tr>
<tr>
<td>02-22-2020</td>
<td>Adult Development Phase 1</td>
<td>Discussion Board - Initial Post</td>
</tr>
<tr>
<td>02-29-2020</td>
<td>Adult Development Phase 2</td>
<td>Discussion Board – Replies to others</td>
</tr>
<tr>
<td>03-01-2020</td>
<td>Chapter 14-16 Assignments</td>
<td>Reading/Quizzes</td>
</tr>
<tr>
<td>03-07-2020</td>
<td>The Last Lecture Phase 1</td>
<td>Discussion Board - Initial Post</td>
</tr>
<tr>
<td>03-12-2020</td>
<td>The Last Lecture Phase 2</td>
<td>Discussion Board – Replies to others</td>
</tr>
<tr>
<td>03-12-2020</td>
<td>Chapter 17-20 Assignments</td>
<td>Reading/Quizzes</td>
</tr>
<tr>
<td>03-12-2020</td>
<td>Unit Four: Assessment</td>
<td>“Alcohol Paper”</td>
</tr>
</tbody>
</table>

Note: All Assignments Close on Established Due Dates at 11:59 pm.