



**Division of Social and Behavioral Sciences  
Psychology Department**

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

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**PSYC 2314 Lifespan Growth & Development | Lecture | 13993**  
Spring 2019 | 16 Weeks (1.14.2019-5.12.2019)

In-Person | Alief-Hayes Campus/Room C406| Mon./Wed. 7:00 PM–8:20 PM  
3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor:	Brittany Lynell Lee, MA, LPC-I	Office Phone:	832-541-4679
Office:	Alief-Hayes Campus	Office Hours:	By Appointment Only
HCC Email:	Brittany.lee@hccs.edu	Office Location:	Alief-Hayes Campus

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

**Instructor's Preferred Method of Contact**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and/or discuss course topics. When leaving a voice message or sending a text message you MUST state your full name, course name, and a call back number. I typically respond to text messages, emails, and/or missed calls within 24 hours Monday through Friday. I will reply to weekend messages on Monday mornings.

**What's Exciting About This Course**

You will learn so much about your life and the lives of those around you in this "womb to tomb" class. Do you really know "where babies come from?" (Hint: It's not the stork or the cabbage patch!) Do you know how a one celled zygote differentiates and grows into a baby during the gestation? Can you describe how the brain develops and changes between conception and death? How about cognitive development and intelligence variations by gender and ethnicity? And how about what to expect as you approach late adulthood? Will you change careers several times? How about your personality over your lifespan—does it change or stay the same? And don't forget your relationships with others along the way.

## My Personal Welcome

Welcome to Lifespan Growth and Development—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is via text message. The best way to really discuss issues is in person and I'm available by appointment only. Upon scheduling an appointment, we can meet to tackle any questions you might have. My goal is for you to walk out of the course with a better understanding of yourself and human behavior. So please visit me or contact me whenever you have a question.

## Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCC Student Handbook](#).

## Eagle Online Canvas Learning Management System

This course will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. Students will also use Canvas to access the Final Exam Handbook, scoring rubrics for assignments, videos, supplemental lecture notes, class announcements, grades, and extra credit assignments. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. Visit the page below and click "Resources for Online Students" for information about system requirements and login procedures for accessing Canvas.

<https://learning.hccs.edu/programs/psychology/onlineresources-for-students>.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

## HCC Online Information and Policies

Although this is an in-person class, I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: <http://www.hccs.edu/online/>.

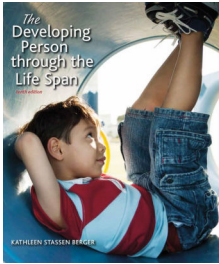
## Scoring Rubrics, Assignment Instructions, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

## Instructional Materials

## Textbook Information



The textbook listed below is **required** for this course. ***The Developing Person through the Lifespan*** (10<sup>th</sup> edition) by Kathleen Berger (Macmillan). ISBN: 9781319115333.

It is included in a package that contains the text as well as an access code that may be purchased at the [HCC Bookstore](#). You may either use a print copy of the book or rent the e-book from the publisher. Order your book here: [HCC Bookstore](#)

## Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for a limited period of time [LaunchPad](#). My online course is open for student registration. Follow these steps to get started. If you need additional guidance, consult the support site, especially the system requirements which list recommended browsers. Go to

<http://www.macmillanhighered.com/launchpad/bergerls10e/9982381>

Bookmark the page to make it easy to return to (although note that the URL will look different due to security measures). Enroll in this course using one of the following options: If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.

If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.

If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address).

If you use temporary access, make sure you purchase or register your code using the same email address for your paid access. If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 7 days a week: through the online form by chat by phone at (800) 936-6899 Looking forward to seeing you in class! Brittany Lee [brittany.lee@hccs.edu](mailto:brittany.lee@hccs.edu)

## Other Instructional Resources

### Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

### Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines,

newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

### Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## Course Overview

PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

### Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, and PSYC 2319 satisfy the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that these courses address the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

### Program Student Learning Outcomes (PSLOs)

Can be found at:

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

### Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, students will be able to

- Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.
- Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.

- Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
- Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

## **Learning Objectives**

Learning Objectives for each CSLO can be found at [Learning Objectives for PSYC 2314](#)

## **Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

## **Instructor and Student Responsibilities**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## **Assignments, Exams, and Activities**

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

### **Written Assignment(s)**

Students will be required to write one 3-5-page essay. The essay must be written in Times New Roman, double spaced, using 12-point font. The essay should be written on a theorist (e.g., Freud, Piaget, etc.) or theory of human behavior (e.g., psychoanalytic, cognitive, etc.). Please refer to the course student learning outcomes and learning objectives for topics. The writing essay assignment is worth 200 points. Students will be graded on five content areas: Introduction, content, personal perspective regarding the theorist/theory, conclusion, and grammar/style/flow. The maximum number of points that can be earned for each content area is 40. Please refer to the Rubric in Eagle Online Canvas for complete scoring details. Essays will need to be submitted during class on or before the due date.

### **Exams**

There will be four exams in this course. Each exam will consist of 50 multiple-choice Questions. The questions will be worth two points each for a total of 100 points. The four exams will collectively count as 400 points towards your course grade. Scantrons will be needed to take each exam. HCC does not provide students will scantron forms. Scantrons can be purchased in the campus bookstore

### **In-Class Activities**

Students are expected to participate in class. In-class activities consists of class participation and an individual presentation. Both are worth 100 points for a total of 200 points. For class participation, students will be graded on four areas: Contribution to class discussions, working with peers, preparedness for class, and attention and respect to others. The maximum number of points that can be earned for each area is 25. Please refer to the Rubric in Eagle Online Canvas for complete scoring details. Additionally, students will complete an in-class presentation. The presentation should be between 3-5 minutes and on a topic that is covered in class. Students will be graded on five areas: Knowledge of topic presented, creativity, organization, eye contact/voice, and time. The maximum number of points that can be earned for each area is 20. Please refer to the Rubric in Eagle Online Canvas for complete scoring details.

### **Other Assignments and Activities**

There are no additional assignments or activities for this course.

### **Comprehensive Final Exam**

There will be a comprehensive final exam in this course. The exam will be administered in class in accordance with the HCC Final Exam Schedule (See Course Calendar for date and time). Students are encouraged to use the learning objectives posted as a link under the

Learning Objectives section of the syllabus as a study guide for the final exam. The final exam will count as 200 points towards students' course grade.

Students who are absent from the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. Students who fail to adhere to this policy will receive an Incomplete "I" in the course. Students will need to contact me by email to arrange a time to take the exam.

### Grading Formula

Students grade in the course will be determined using a maximum 1,000 point-based grading system. Assignments and point values are as follows:

Written Assignment(s)	200
Exams	400
In-Class Activities/Presentation	200
Other Assignments and Activities	0
Comprehensive Final Exam	200
Total	1000
Maximum Extra Credit	0

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

### Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

**HCC Grading Scale can be found on this site under Academic Information:**  
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

### Course Calendar

Spring Regular Term		
Week	Dates	Topic/What's due
1	1/14	Syllabus Review
	1/16	Chapter 1: The Science of Human Development
2	1/21	<b>No Class/Martin Luther King Jr. Day</b>
	1/23	Chapter 1: The Science of Human Development; Chapter 2: Theories
3	1/28	<b>Census Day</b> Chapter 2: Theories

	1/30	Chapter 3: The New Genetics
4	2/4	Chapter 4: Prenatal Development and Birth
	2/6	Chapter 5: The First Two Years - Biosocial Development/Chapter 7: The First Two Years - Psychosocial Development
5	2/11	Chapter 6: The First Two Years - Cognitive Development
	2/13	<b>Exam 1</b>
6	2/18	<b>No Class/President's Day</b>
	2/20	Chapter 8: Early Childhood - Biosocial Development/Chapter 10: Early Childhood - Psychosocial Development
7	2/25	Chapter 9: Early Childhood - Cognitive Development
	2/27	Chapter 11: Middle Childhood - Biosocial Development/Chapter 13: Middle Childhood - Psychosocial Development
8	3/4	Chapter 12: Middle Childhood - Cognitive Development
	3/6	<b>Exam 2</b>
9	3/11	<b>No Class/Spring Break</b>
	3/13	<b>No Class/Spring Break</b>
10	3/18	Chapter 14: Adolescence - Biosocial Development/Chapter 16: Adolescence - Psychosocial Development
	3/20	Chapter 15: Adolescence - Cognitive Development
11	3/25	Chapter 17: Emerging Adulthood – Biosocial Development/Chapter 19: Emerging Adulthood -Psychosocial Development
	3/27	Chapter 18: Emerging Adulthood – Cognitive Development
12	4/1	<b>Last Day to Withdraw</b> <b>Exam 3</b>
	4/3	Chapter 20: Adulthood – Biosocial Development/Chapter 22: Adulthood – Psychosocial Development
13	4/8	Chapter 21: Adulthood – Cognitive Development <b>Writing Assignment Due</b>
	4/10	Chapter 23: Late Adulthood – Biosocial Development/Chapter 25: Late Adulthood – Psychosocial Development
14	4/15	Chapter 24: Late Adulthood – Cognitive Development
	4/17	Epilogue: Death and Dying  <b>Spring Holiday 4/19-4/21</b>
15	4/22	<b>Exam 4</b>
	4/24	In-Class Presentations
16	4/29	In-Class Presentations



	5/1	Final Exam Review
17	5/6	<b>No Class/Final Exam Week</b>
	5/8	<b>Final Exam @ 7:30 PM</b>

### Syllabus and Calendar Modifications

The instructor reserves the right to modify the syllabus and/or course calendar at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

## Instructor's Practices and Procedures

### Missed Assignments

Assignments are due at the beginning of class. If an assignment is submitted late, an automatic ten points will be deducted from the grade. An additional ten points will be deducted for each day that the assignment is late. Students will be allowed to makeup exams on a case-by-case basis. Makeup exams are only allowed for missed exams. Makeups are not a retake of an exam.

### Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

Students are expected to do their own work. Students caught cheating on an exam will receive a score of 0. Students who plagiarize on their writing assignment will receive a score of 0. Students may be given the opportunity to re-do the writing assignment for a maximum score of 100 points.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

### Attendance Policy

Research suggests that there is a high correlation between class attendance and performance. Thus, students are strongly encouraged to attend each class. If you are absent, you are responsible for the material covered in class in your absence. Please be advised that instructors must drop students who fail to attend class by the official date of enrollment ("Census Day").

### Student Conduct

Students are expected to conduct themselves professionally in their communications with the

instructor, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

### **Instructor's Course-Specific Information**

Feedback on assignments will be provided as quickly as possible. Typically, students receive test scores the next class day after the test. Students will receive feedback and grades on the writing assignment no more than two weeks after the due date. Presentation scores will be provided immediately after the presentation.

### **Electronic Devices**

Students may use electronic devices for educational purposes only. Any use of electronic devices for purposes other than student learning is strictly prohibited. Cell phones must be set to silent or vibrate mode while in class and calls must be taken outside of the classroom.

## **Psychology Program Information**

### **Majoring in Psychology**

Visit the [Psychology Program Pages](#) on the Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

### **Student Organizations**

#### **Psi Kappa**

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook page](#).

#### **Psi Beta**

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

### **HCC Foundation: Psychology Achievers Scholarship**

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314.

## **HCC Policies**

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness

Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS<sup>3</sup> surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

### **HCC Email Policy**

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

### **Housing and Food Assistance for Students**

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

## **Office of Institutional Equity**

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

### **disAbility Services**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning

environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

### **Title IX**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

### **Department Chair Contact Information**

Dr. Karen Saenz  
[Karen.Saenz@hccs.edu](mailto:Karen.Saenz@hccs.edu)  
713-718-7034