



**Division of Social and Behavioral Sciences
Department of Psychology
Charles L. Earley, J.D., M.A.**

A. Course and Instructor Information

A.1 Course	PSYC 2314: Lifespan Growth & Development
A.2 Hours	3-hour lecture course/3 semester credit hours/48 contact hours per semester
A.2 Weeks	16 Weeks
A.3 CRN	59129
A.4 Term	Regular term
A.5 Year	2018
A.6 Day(s)	Thursdays
A.7 Time	12:30pm-1:50pm
A.8 Mode	Hybrid
A.9 Instructor	Charles L. Earley, J.D., M.A.
A.10 Instructor Contact Information	Charles.earley@hccs.edu
A.11 Office Location and Hours	By appointment. 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 just to discuss course topics.
A.12 Email Policy	HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, click “First-time User” on this page . I will answer emails on Mondays and Wednesdays.
A.13 Course Description	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.
A.14 Prerequisites	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 .
B. Student Learning Outcomes	
B.1 Psychology Program Student Learning Outcomes (PSLOs)	<ol style="list-style-type: none"> 1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology). 2. Outline, define, discuss, and apply the steps of the scientific method. 3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods. 4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.
B.2 Core Curriculum Objectives (CCOs) for all PSYC Core Courses	<p>PSYC 2314 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that the course addresses the core objectives as follows:</p> <ul style="list-style-type: none"> • 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 that pertain to Course Student Learning Outcome #2 above. • 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 that pertain to Course Student Learning Outcome #4 above.
B.3 PSYC 2314	<ol style="list-style-type: none"> 1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.

Course Student Learning Outcomes (CSLOs)	<ol style="list-style-type: none"> 2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method. 3. Demonstrate knowledge of and explain concepts related to lifespan development. 4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation
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B.4 PSYC 2314 Learning Objectives	<p>To view or download the learning objectives for this course, visit the page below. https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2314-lifespan-growth-development</p>
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C. Instructional Methods and Materials

C.1 Success in the Course	<p>As with any three-hour course, you should expect to spend <i>at least six hours per week</i> outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. 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.</p>
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C.2 Eagle Online Canvas	<p>This section of PSYC 2314 is a hybrid class. Approximately half of the instruction will be in-person, and half will take place on Eagle Online Canvas. All exams will be administered on Canvas.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">In-Class Activities</th> <th style="width: 50%; text-align: center;">Online Activities</th> </tr> </thead> <tbody> <tr> <td>Brief lectures</td> <td>Exams/Quizzes</td> </tr> <tr> <td>Group discussions</td> <td>Comprehensive Final Exam</td> </tr> <tr> <td></td> <td>Written assignment(s)</td> </tr> </tbody> </table> <p>Visit the page below and click “Resources for Online Students” for information about system requirements for accessing Canvas. https://learning.hccs.edu/programs/psychology/online-resources-for-students</p>	In-Class Activities	Online Activities	Brief lectures	Exams/Quizzes	Group discussions	Comprehensive Final Exam		Written assignment(s)
In-Class Activities	Online Activities								
Brief lectures	Exams/Quizzes								
Group discussions	Comprehensive Final Exam								
	Written assignment(s)								

C.3 Instructional Materials	<p><u>Textbook</u> Boyd, D. & Bee, H. (2015). <i>Lifespan Development</i> 7E. Upper Saddle River, NJ: Pearson.</p>
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C.4	<p><u>MyPsychLab Requirements</u></p> <p style="text-align: center;">NA</p>
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D. Exams, Assignments, and Grading Information

D.1 Exams	<p>The four exams are designed to test the student’s ability to:</p> <ol style="list-style-type: none"> 1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
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2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, and aging.

Exams will consist of 50 multiple-choice questions. Questions may come from the text and from other sources such as lectures, videos, and class activities. Ttudents are given 75 minutes per exam and 3 attempts.

**D.2
Written
Assignment(s)**

The topic for this class involves safe spaces and college students. Read the following article:

<https://www.psychologytoday.com/blog/happiness-and-the-pursuit-leadership/201511/how-making-colleges-safe-spaces-makes-us-all-less>

Do you agree or disagree with the assertions made in the article? You MUST support your position with other materials. You will fail the paper if there are no other sources of information, and/or if there are no citations and references. Wikipedia is NOT a reference.

The paper must follow the following guidelines:

- All papers must be submitted on Canvas.
- APA format must be used. If you are not familiar with the APA format for writing papers, please review the style guide in the library.
- Each paper must have the following sections: Introduction (a review of the article or topic), Discussion, and Conclusions. The Introduction should be approximately 150 words, Discussion should be approximately 900 words, and the Conclusions should be approximately 100-150 words. The total paper should be approximately 1200-1250 words in length, not counting citations and the title page.
- Paraphrase your information. Do not quote text. This is not a research paper and the length is too short to include excessive quotes.
- The paper will be graded for critical thinking, grammar, correct style, spelling, and accuracy The Introduction is 15%, Discussion is 50%, Conclusions is 25%, and the remaining 10% of the grade is for style and spelling. Since this is a paper written on a computer, use the spell check on your word processor.
- The paper should have a title page with the following information:

Title of the Paper
Student Name/ID Number
PSYC 2314: Time and Date of Class
Semester and Year

- Plagiarism is considered academic dishonesty and will result in a "zero" on that writing assignment and an F the class, at the instructor's discretion. Cite other peoples' work and paraphrase.
- Proofread your paper. If there are too many grammatical and spelling errors, the

	paper becomes difficult to read, and therefore, will end up with a lower grade.														
D.3 Graded In-Class Activities	None														
D.4 Graded Online Activities	There will be several short essay assignments on Canvuse to supplement the material covered in class.														
D.5 Other Assignments	None.														
D.6 Comprehensive Final Exam	<p>All students in PSYC 2314 are required to take a comprehensive final exam. The exam will be administered on Canvas (See Course Calendar for availability and due dates). The comprehensive final exam will consist of 50 multiple-choice questions. Questions may come from the text and from other sources such as lectures, videos, and class activities and is designed to test the student's ability to:</p> <ol style="list-style-type: none"> 1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives. 2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method. 3. Demonstrate knowledge of and explain concepts related to lifespan development. 4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, and aging. 														
D.7 Extra Credit	Read the article on death in midlife posted on Canvas. Note the changes in death rates and how they seem to be associated with education, and poisonings, suicide, and liver disease contributing to much of the increase, especially in those with a lower level of education. How would level of education be somewhat protective against death in midlife? Discuss in 750 words. Maximum of 100 points.														
D.8 Grading Formula	<table border="1"> <thead> <tr> <th>Exams/Assignments/Other Activities</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Exams</td> <td>400</td> </tr> <tr> <td>Written Assignment</td> <td>200</td> </tr> <tr> <td>Graded Online Activities</td> <td>200</td> </tr> <tr> <td>Comprehensive Final Exam</td> <td>200</td> </tr> <tr> <td>Total</td> <td>1000</td> </tr> <tr> <td>Maximum Extra Credit</td> <td>100</td> </tr> </tbody> </table>	Exams/Assignments/Other Activities	Points	Exams	400	Written Assignment	200	Graded Online Activities	200	Comprehensive Final Exam	200	Total	1000	Maximum Extra Credit	100
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D.9 HCC Grading Scale	<table border="1"> <tbody> <tr> <td>A</td> <td>100-90%</td> <td>4 points per semester</td> </tr> <tr> <td>B</td> <td>89-80%</td> <td>3 points per semester</td> </tr> </tbody> </table>	A	100-90%	4 points per semester	B	89-80%	3 points per semester								
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B	89-80%	3 points per semester													

C	79-70%	2 points per semester
D	69-60%	1 point per semester
F	<60%	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP (In Progress)		0 points per semester
W (Withdrawn)		0 points per semester
I (Incomplete)		0 points per semester
AUD (Audit)		0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

**D.10
Makeup Policy**

There are **no make-up assignments or exams**. Students have ample time to complete assignments. If you wait until the last minute and there is a problem that prevents you from completing an assignment, you will not be allowed additional time. The grade for a missed exam will be dropped only if there is a reason found acceptable by the instructor. If the instructor does not find the reason for missing the exam acceptable, a "zero" will be recorded for that exam. Acceptable reasons to drop an exam grade include, but are not limited to, hospitalization, detention in jail, or a death in the family. Documentation must be provided. Pay attention to due dates and times.

**D.11
Incomplete
Grades**

In order to receive a grade of Incomplete ("I"), you 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.

**D.12
Syllabus
Modifications**

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

E. Policies, Student Services, and Student Resources

**E.1
Instructor
Responsibilities**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- 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

**E.2
Student
Responsibilities**

- Attend class and participate in class discussions and activities
- 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
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

E.3

You are encouraged to attend each class since regular attendance correlates with good grades.

Attendance	Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In addition, instructors may drop students who miss six hours of class time.
E.4 Withdrawal	If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors’ office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.
E.5 Classroom Conduct	I expect students to conduct themselves professionally in their communications with me, 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.
E.6 Scholastic Dishonesty	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. Possible punishments for academic dishonesty may 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 Instruction for disciplinary disposition. Students have the right to appeal the decision.
E.7 Use of Electronic Devices	The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the dean of student services.
E.8 Student Organizations	<p><u>Psi Kappa</u> 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.</p> <p><u>Psi Beta</u> 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.</p>
E.9 Psychology Department Student Resources Web Page	<p>Visit the Psychology Department Student Resources Web Page for information about and links to the items listed below. Links to other important and useful resources that contain information about HCC policies, procedures, and student resources are posted there as well.</p> <p><u>HCC Foundation: Psychology Achievers Scholarship</u> 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.</p> <p><u>Tutoring</u></p>

HCC provides free, confidential, and convenient academic support 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.

HCC Student Handbook

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information.

Student Rights, Responsibilities, and Procedures

All students are responsible for reading and understanding the Student Rights, Responsibilities and Procedures.

HCC Online Student Handbook

In addition to being responsible for familiarity with the content of the HCC Student Handbook and Student Rights, Responsibilities, and Procedures, students who are taking online classes are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about student conduct in the virtual classroom, and other important information.

EGLS₃ Evaluation for Greater Learning Student Survey System

The EGLS3 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. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

Title IX Policies

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:

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015).

**E.10
Services for
Students with
Disabilities**

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.

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the

Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Services for Students with Disabilities Web Page

<http://www.hccs.edu/support-services/disability-services/>

Central College

713.718.6164

Coleman College

713-718-7376

Northeast College

713-718-8322

Northwest College

713-718-5422

713-718-5408

Southeast College

713-718-7144

Southwest College

713-718-5910

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

**E.11
Psychology
Department
Chair**

Dr. Karen Saenz

Karen.Saenz@hccs.edu

713-718-7180

F. Course Calendar

REGULAR TERM

Week	Dates	Chapter/Topic/What's Due
1	01/18	Syllabus Chapter 1: Foundations Nova: Life's Greatest Miracle
2	01/25	Chapter 2: Theories of Development Chapter 3: Prenatal Development Due: Tabula Rasa Ethical Guidelines: DSD Children
3	02/01	Chapter 4: Physical & Perceptual Development in Infancy

		Due: Guidelines for Intersex Children
4	02/08	Chapter 5: Cognitive Development in Infancy Chapter 6: Social/Emotional Development in Infancy Due: Children and Laptops
5	02/15	Exam 1 Chapter 6: Social/Emotional Development in Infancy cont.
6	02/22	Chapter 7: Physical & Cognitive Development in Early Childhood Due: Schools Kill Creativity
7	03/01	Chapter 7: Physical & Cognitive Development in Early Childhood Chapter 8: Social/Emotional Development in Early Childhood Due: Nutrition, Obesity, and Abuse
8	03/08	Chapter 9: Physical & Cognitive Development in Middle Childhood Due: Exam 2 Environment
	03/15	Spring Break
9	03/22	Chapter 9: Physical & Cognitive Development in Middle Childhood Chapter 10: Social/Emotional Development in Middle Childhood Due: Five Dangerous Things
10	03/29	Chapter 11: Physical & Cognitive Development in Adolescence Chapter 12: Social/Emotional Development in Adolescence Due: Delayed Adulthood Nova: Dying to Be Thin
11	04/05	Chapter 12: Social/Emotional Development in Adolescence cont. Due: Exam 3 Genes are not Destiny
12	04/12	Chapter 13: Physical & Cognitive Development in Early Adulthood Due: Happiness and Satisfaction Hookups and Depression Economics of Midlife
13	04/19	Chapter 14: Social/Emotional Development in Early Adulthood Written Assignment due Chapter 15: Physical & Cognitive Development in Middle Adulthood
14	04/26	Chapter 16: Social/Emotional Development in Middle Adulthood Chapter 17: Physical & Cognitive Development in Late Adulthood Due: Grandma has VD Frontline: Life and Death in Assisted Living
15	05/03	Chapter 18: Social/Emotional Development in Late Adulthood Chapter 19: Death & Dying Due: Exam 4

		How Will You Die Death and Dying with Giraffe Extra Credit: Death in Midlife
16	05/10	Final Exam

O/E Census Date: January 29
Last Day to Withdraw: April 3