



Course Syllabus

Human Growth and Development: Lifespan

PSYC 2314

Semester	Spring 2014
CRN	78552
Instructor contact info	Charles Earley, J.D., M.A. 409-939-3505
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Office Location and Hours	Office hours are in class, 30 minutes before class. I am available at other times by appointment
Course Location/Times	Southeast College, Angela Morales Building, Room 307 Thursdays 8:00am-9:30am
Course Semester Credit Hours	Credit Hours 3.00 Lecture Hours 3.00
Total Course Contact Hours	48.00
Course Length	16 weeks
Type of Instruction	Lecture and online Various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts and other original source material, films, field trips, etc.
Course Description:	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.
Course Prerequisite(s)	PREREQUISITE(S):

- PSYC 2301 or
- Departmental Approval
- Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and
- be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite)

FREQUENT REQUISITES

- Departmental approval
- College Level Reading
- College Level Writing

Academic Discipline/CTE Program Learning Outcomes

1. Succeed in advanced psychology courses that include related content and are required for an undergraduate major in psychology.
2. Succeed in advanced psychology and psychology-related courses that include related content and are required in non-psychology majors such as nursing and education.
3. Understand and evaluate psychological concepts that are covered in this course and are featured in news reports, self-help materials, and as a part of the process of seeking and engaging in psychotherapy.

Course Student Learning Outcomes (SLO):

1. 1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
2. 2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. 3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. 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 presentations.

Learning Objectives

- 1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.**
 1. 1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define

 - 1.1.1. Developmental psychology
 - 1.1.2. Life-span perspective
 - 1.1.3. Cohort effects
 - 1.2. CORE DOMAIN 2: THE SYSTEMS

APPROACH

Define

1.2.1. The ecological-systems approach to the study of human development

1.2.2. Epigenetic system's theory

1.3. CORE DOMAIN 3: BIOSOCIAL

DEVELOPMENT

Define

1.3.1 Genes and chromosomes

1.3.2. Dominant and recessive genes

1.3.3. Behavioral genetics

1.3.3. Stages of prenatal development

1.3.4. Teratogens

1.3.5. Prenatal Abnormalities

1.3.6. Preterm and low birth weight

1.3.7. Gerontology

1.3.8. Menopause

1.3.9. Changes in the sense organs during adulthood

1.3.10. Ageism

1.3.11. Gerontology

1.3.12. Stages of dying

1.3.13. Grief and bereavement

1.4. CORE DOMAIN 4: COGNITIVE

DEVELOPMENT

Define

1.4.1 Learning theory

1.4.2 Piaget's theory of cognitive development

1.4.3 Vygotsky's theory of cognitive development

1.4.4 Characteristics of good schools

1.5 CORE DOMAIN 5: : PSYCHOSOCIAL

DEVELOPMENT

Define

1.5.1. Freud's Psychosexual theory

1.5.2. Erikson's Psychosexual theory

1.5.3. Kinkeeper

1.5.4. Activities of daily life

1.5.5. Respite care

1.5.6. Hospice

1.5.7. Palliative care

1.5.8. Living will

2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.

1. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Define and identify

2.1.1. Cross-sectional research method

2.1.2. Longitudinal research method

2.1.3. The basic steps of the scientific method

2.1.4. Surveys and case studies, noting at least one advantage (or strength) and one disadvantage (or weakness) of each

2.1.5. Scientific observation as a research

strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)

2.1.6. The components of an experiment, and discuss the main advantage of this research method

2.1.7. Some of the ethical issues involved in conducting research with humans

3. Demonstrate knowledge of and explain concepts related to lifespan development.

1. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Explain

3.1.1. Differences among the major theoretical perspectives in lifespan psychology.

3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH

Describe

3.2.1. The ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop.

3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Explain

3.3.1. Nature / nurture controversy

3.3.2. Process of reproduction

3.3.3. Multiple births

3.3.4. Genetics research

3.3.5. Genetic counseling

3.3.6. Brain development

3.3.7. SIDS

3.3.8. Role of nutrition, including breastfeeding

3.3.9. Role of exercise and it's effects on preventing obesity

3.3.10. Eating disorders

3.3.11. Role of hormones in development during adolescence

3.3.12. Puberty

3.3.13. Changes in body image during adolescence

3.3.14. Sexual behavior including STD's and decisions

3.3.15. Teen pregnancy

3.3.16. Factors that contribute to drug use and addiction

3.3.17. Primary and secondary aging

3.3.18. Osteoporosis

3.3.19. Hormone replacement therapy (HRT)

3.3.20. Variables affecting life expectancy

3.3.21. Theories of aging

3.3.22. Euthanasia and assisted suicide

3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT

Explain

3.4.1. Sensorimotor intelligence, including object

- permanence
- 3.4.2. Preoperation thought
- 3.4.3 Concrete operations
- 3.4.4 Formal operational thinking
- 3.4.5. Vygotsky's theory
- 3.4.6. Theories of language development
- 3.4.7. Bilingualism and second language learners
- 3.4.8. School related testing
- 3.4.9. Mental retardation
- 3.4.10. Learning disabilities and ADHD
- 3.4.11. Metacognition and selective attention
- 3.4.12. Information Processing theory
- 3.4.13. Moral development
- 3.4.14. Characteristics of good schools
- 3.4.15. Working outside of school and it's effects
- 3.4.16. Senescence
- 3.4.17. Psychological impact of attending college
- 3.4.18. Postformal thought
- 3.4.19. Fluid and crystallized intelligence and how each is affected by age
- 3.4.20. Gardner's view of multiple intelligences
- 3.4.21. Dementia and Alzheimer's disease
- 3.4.22. Wisdom
- 3.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT
- Explain
- 3.5.1. Temperament
- 3.5.2. Attachment, including secure and insecure and the strange situation
- 3.5.3. Prosocial and antisocial behavior
- 3.5.3. Child care concerns
- 3.5.4 Parenting styles
- 3.5.5 Cross-cultural parenting
- 3.5.6 Disciplining children
- 3.5.7 effects of media
- 3.5.8 Gender development theories
- 3.5.9 Identity vs. role confusion
- 3.5.10 Depression and suicide
- 3.5.11 Challenges of adolescence
- 3.5.12 Role of work in adult development
- 3.5.13 Intimacy vs. isolation
- 3.5.14 Generativity vs. stagnation
- 3.5.15 Integrity vs. despair
- 3.5.16 Social clock
- 3.5.17. Marital success
- 3.5.18. Divorce
- 3.5.19. Work and family issues in dual-income families, including role overload and role buffering
- 3.5.20. Role of work in adult development
- 3.5.21. Midlife crisis
- 3.5.22. Sandwich generation
- 3.5.23. partner abuse
- 3.5.24. violent behavior of males
- 3.5.25. Activity theory vs. disengagement theory
- 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 presentations.

1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Students will interpret

4.1.1. Psychological research on the basis of ethical standards.

4.2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT

Students will apply

4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction

4.3. CORE DOMAIN 3: COGNITIVE DEVELOPMENT

Students will apply

4.3.1. Postformal thought to address the problem of a moral dilemma, such as, cheating in schools

4.4. CORE DOMAIN 4: PSYCHOSOCIAL DEVELOPMENT

Students will apply

4.4.1. Principles of Lifespan Psychology to interpreting social problems (including rejection, peer pressure & bullying)

Instructional Methods

Web-enhanced (49% or less)

Student Assignments

Blackboard Assignments:

Assignments will be posted on Blackboard throughout the semester to allow the student to:

- 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.**
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Written Assignment:

Should women who use drugs during their pregnancy be prosecuted? 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.

The paper must follow the following guidelines:

- All papers must be typed on a computer and double-spaced. Papers not typed on a computer will not be accepted.
- 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 ID Number
PSYC 2314: Time and Date of Class
Semester and Year

- Do not put your name on the paper. This is so that the papers can be graded without bias.
- Plagiarism is considered academic dishonesty and will result in a "zero" on that writing assignment or an F the class with a recommendation to the dean that the student be suspended, 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.

**Student
Assessment(s)**

The four exams are designed to test the student's ability to:

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.

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.

**Instructor's
Requirements**

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 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

To be successful in this class, it is the student's responsibility to:

- 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
- Complete the field study with a 70% passing score

Scholastic Honesty

The instructor and the College expect academic honesty. The general discipline provisions provided by HCCS with reference to academic dishonesty will be followed (*HCCS Student Handbook*.) Academic dishonesty will result in an F in the class for all parties involved and the recommendation for dismissal from the College. Do not use a mobile phone during an exam. Use of a mobile phone during an exam shall be considered cheating. THERE WILL BE NO EXCEPTIONS TO THIS RULE. PLEASE BE AWARE OF WHAT PLAGIARISM AND CHEATING ARE SO YOU CAN AVOID THIS SEVERE PENALTY.

Attendance and Drop Policy

Class attendance is imperative to make a good grade in this course. Participation is a vital part of this class, and missing class will mean that you have missed information that may be important for the exams. You are responsible for the material regardless of whether you attend class, and do not expect the instructor to review material again if you are late to class. The instructor has an obligation to all of the students in the class and cannot take class time to cover material missed due to absence or tardiness. **BE ON TIME AND ATTEND EVERY CLASS.** Students will not be dropped for excessive unexplained absences. If you stop attending class and do not drop, you may receive a failing grade. Please refer to the *HCCS Student Handbook* for further information on attendance and dropping courses.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour

AUD (Audit) 0 points per semester hour

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.

Instructor Grading Criteria

Your final course grade will be calculated from the following four grades with the assigned percentages:

Four Exams (25%)
Written Assignments (25%)
Internet Assignments (25%)
Quizzes (25%)

Rounding rules apply.

Make-Up Assignments and Exams

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 take a makeup exam 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. Missing an exam because of computer problems is not an acceptable excuse. If you have even the slightest concern about your computer or internet connection, you should take your exams in the computer lab.

Instructional Materials

Berger, K. (2011). Invitation to the Lifespan, 1e. Worth Publishers. ISBN 978-1-429-25677-3

HCC Policy Statement:

Access Student Services Policies on

<http://hccs.edu/student-rights>

their Web site:

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Class Schedule

Week

- 1 Introduction to the class, Ch. 1 Introduction; Theories
- 2 Ch. 2 Genetics, Prenatal
- 3 Ch. 3/4 Infancy
- 4 Ch. 3/4 Infancy
- 5 **Eagle Online:** Test 1, Theories, Genetics, Prenatal, Infancy
- 5 Ch. 5/6 Early Childhood
- 6 Ch. 5/6 Early Childhood
- 7 Ch. 7/8 Middle Childhood
- 8 Ch. 7/8 Middle Childhood
- 9 Ch. 9/10 Adolescence
- 10 Ch. 9/10 Adolescence
- 11 **Eagle Online:** Test 2, Childhood
- 11 Ch. 9/10 Adolescence; Paper due
- 12 Ch. 11 Emerging Adulthood
- 12 **Eagle Online:** Test 3, Adolescence and Emerging Adulthood
- 13 Ch. 12/13 Adulthood
- 14 Ch. 14 Late Adulthood
- 15 Epilogue: Death
- 16 **Eagle Online:** Test 4, Middle and Late Adulthood; Death

PLEASE
NOTE:
THIS IS
NOT A
CONTRACT
AND
THE
INSTRUCTOR
RESERVES
THE

RIGHT
TO
MODIFY
OR
CHANGE
THIS
SYLLABUS
AT
THE
INSTRUCTOR'S
DISCRETION
AS
LONG
AS ALL
STUDENTS
ARE
NOTIFIED
IN
A
TIMELY
MANNER.