



## Course Syllabus

### Human Growth and Development: Lifespan

### PSYC 2314

<b>Semester</b>	Summer 2014
<b>CRN</b>	12185
<b>Instructor contact info</b>	Charles Earley, J.D., M.A. 409-939-3505
<b>Phone number</b>	<a href="mailto:Charles@galvestonapts.com">Charles@galvestonapts.com</a> (checked most often)
<b>email addresses</b>	<a href="mailto:Charles.earley@hccs.edu">Charles.earley@hccs.edu</a>
<b>Office Location and Hours</b>	Office hours are in class, 30 minutes before class. I am available at other times by appointment
<b>Course Location/Times</b>	Southeast College, Angela Morales Building, Room 306 Mondays, Tuesdays, 10:30am-1:00pm
<b>Course Semester Credit Hours</b>	Credit Hours 3.00 Lecture Hours 3.00
<b>Total Course Contact Hours</b>	48.00
<b>Course Length</b>	16 weeks
<b>Type of Instruction</b>	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.
<b>Course Description:</b>	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.
<b>Course Prerequisite(s)</b>	<b>PREREQUISITE(S):</b>

- 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**

Hybrid (50% or less)

**Student Assignments**

**Eagle Online Assignments:**

Assignments will be posted on Eagle Online 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.**
- 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.**

**Written Assignment:**

The topic for this class involves parenting. You will read an article from the Wall Street Journal—Why Chinese Mothers are Superior. The article is posted with the assignments. This article is excerpted from the book "Battle Hymn of the Tiger Mother" by Amy Chua. 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 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 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 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.

### **Expectations of Civil Conduct**

Students are expected to conduct themselves professionally in their communication 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.

### **Technical Compliance Notice and How to Handle Technology Problems**

This class is a hybrid class using Eagle Online for notes, linked slides, and assignments and assessments. Each student must maintain Internet access throughout this course -- from start to finish. Additionally, students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the instructor; a stable Internet connection; and use of the Firefox browser when using Eagle Online. The instructor will not give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues, including loss of computer or battery failure. Any student who cannot keep up with the coursework owing to a lack of computer or Internet access must drop the course. Any student found to have quit logging in (1 week) and whom the instructor is unable to contact is subject to being dropped without further warning, resulting in either a "W" or a "FX" grade, depending upon the time of the term at which the behavior is noted.

**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.

### **HCC Student Course Grade Appeal Procedure**

Any student who takes issue with the course or how it is taught should first express his or her specific concerns to the instructor. Any challenges to the final course grade are governed by the HCC Student Course Grade Appeal Procedure. The following statements are excerpts from the Procedure:

(<http://www.hccs.edu/hccs/current-students/student-rights-policies-procedures>)

- “A student has a right to appeal a grade that the student believes was contrary to procedures as specified in the course syllabus or was based on bias, caprice, or computational or clerical error.”
- “Faculty members have a right to have the grades they assign upheld unless it is clearly demonstrated that a grade was contrary to procedures as specified in the course syllabus or was based on bias, caprice, or computational or clerical error.”
- “The student has the burden of proof. The student must present clear evidence that a grade was contrary to procedures as specified in the course syllabus or was

based on bias, caprice, or computational or clerical error.”

**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 their Web site:** <http://hccs.edu/student-rights>

**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.

**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.**