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

**PSYC 2314: Human Growth & Development/Lifespan**

10371 – Spring, 2017

Room San Jac 349 | 12-2 | T/TH

3 hour lecture course / 48 hours per semester/ 12 of weeks

In-Person

**Instructor:**  Christopher Alas, MA

**Instructor Contact Information:**  [christopher.alas@hccs.edu](mailto:christopher.alas@hccs.edu) / 512-699-4353

**Psychology Department Chair: Dr. Karen P. Saenz,** [karen.saenz@hccs.edu](mailto:karen.saenz@hccs.edu); 713-718-7180

**Office Location and Hours**  Please contact me via email to set up an office visit

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.

**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, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). All emails will be responded to within 24 hours.

**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.

**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 [HCCS Student Handbook](http://central.hccs.edu/students/student-handbook/).

**Program Student Learning Outcomes (PSLOs) for all PSYC Courses**

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.

**Core Curriculum Objectives (CCOs) for all PSYC Core Courses**

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses 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 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.

**Course Student Learning Outcomes (CSLOs) for PSYC 2314**Upon completion of PSYC 2314, the student will be able 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 presentation

**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 systems 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 its 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 its 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**

**Success in the Course**

As with any three-hour course, you should expect to spend ***at least*** ***six hours per week*** 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.

**Eagle Online Canvas Learning Management System**

This section of PSYC 2314 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. Class announcements, alerts, messages, and online exams will be available ob CANVAS. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR** BROWSER. For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

**Instructional Materials**

Berger, K. S. (2014) *Developing Person through the Lifespan*. Ninth Edition. Macmillan Education: New York, NY. ISBN-10: 1464177538 ISBN-13: 978146417753

**Temporary Free Access to E-Book**

Follow these steps to get free access to a digital version of the text for twenty-one days:

* + Visit <http://www.macmillanhighered.com/launchpad/bergerls9e/3709127> Substitute your own course URL if you have one.
  + Click “I need to pay later.”
  + Enter your email address.
  + Agree to terms.
  + Follow the on-screen instructions to complete the registration process

**LaunchPad**

**Exams and Assignments**

**Exams**

Exams will be conducted in class. You will have three tests, 50 questions, multiple choice. Test 4 will be an average of your peer’s review of your case study presentation. The lowest exam score will be dropped at the end of the course. This allows for you to miss an exam with no penalty. However test 4 is not optional since it is part of your case study (see below)

**Written Assignment**

Students will be assigned a patient case study. You will be expected to design a longitudinal study into the life of your particular case covering all aspects of life span. Guest speakers will be brought in throughout the semester to assist you with you projects. You will create a 25-30 minute presentation using Powerpoint and present to class on your assigned day. Your time will also include questions and answers from your fellow cohorts. Examples of past presentations will be presented the class day after exam 1. We will have debriefings throughout the semester to discuss issues, questions, or share information with your cohorts. On the day of your presentation you are to have to have it on a flashdrive, provide copies of powerpoint to students and professor, and turn in Reference Section. Referene shouil be in APA style, include a cover sheet, and a minimum of 5 references of which **3 should be from peer review sources**. Further instructions will be handed out in class and posted on my learning web.

**In-Class Activities**

You will be graded in Partcipation. This grade is a combination of your attendance and your overall interaction in classroom discussion.

**Final Exam**

Final exam will be a written assessment of a case presentation , not your own. Final will be provided the week before however it will comprise of an assessment/evaluation of a case study from the beginning of life to death and beyond.

**Grading Formula**  Grading will be done using a 0- 100 scale. At the end of course you will have 6 grades: 1. Best 3 out of 4 exams; 2. Participation; 3. Case Study Presentation, 4.) Final.

Exams 1-4 100

Participation 100

Case Study Presentation 100

Final Exam 100

|  |  |
| --- | --- |
| **Grade** | **Total Points** |
| A | 90 - 100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | <60 |

**HCC Grading Scale**

|  |  |  |
| --- | --- | --- |
| A | 100-90 | 4 points per semester |
| 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.

**Makeup Policy**

Remember I drop your lowest test score so you are allowed to miss one without penalty. Makeups can be discussed on a case-by-case basis. This does not include test 4 which is your review of case study by peers

**Incomplete Grades**

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if 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.

**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.

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **Topic/What’s due** |
| 1 |  | Syllabus  Part I: The Beginnings (Chapters 1-4) |
| 2 |  | Part I: The Beginnings cont.  Part I: The Beginnings cont. |
| 3 |  | Part I: The Beginnings cont.  Exam 1 |
| 4 |  | Part II: The First Two Years (Chapters 5-7)  Part II: The First Two Years cont. |
| 5 |  | Part II: The First Two Years cont.  Part III: Early Childhood (Chapters 8-10) |
| 6 |  | Part III: Early Childhood cont.  Part III: Early Childhood cont. |
| 7 |  | Exam 2  Part IV: Middle Childhood (Chapters 11-13) |
| 8 |  | Part IV: Middle Childhood cont.  Part IV: Middle Childhood cont. |
| 9 |  | Part V: Adolescence (Chapters 14-16)  Part V: Adolescence cont. |
| 10 |  | Part V: Adolescence cont.  Exam 3 |
| 11 |  | Part VI: Emerging Adulthood (Chapters 17-19)  Part VI: Emerging Adulthood cont.  Written Assignments due |
| 12 |  | Part VII: Adulthood (Chapters 20-22)  Part VII: Adulthood cont. |
| 13 |  | Exam 4  Part VIII: Late Adulthood (Chapters 23-25, Epilogue) |
| 14 |  | Part VIII: Late Adulthood cont.  Part VIII: Late Adulthood cont. |
| 15 |  | Part VIII: Late Adulthood cont.  Exam 5 |
| 16 |  | Final Exam |

**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 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
* Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](http://central.hccs.edu/students/student-handbook/)

**Attendance**

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

**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.

**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.

**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](http://learning.hccs.edu/faculty/eileen.mello/psi-kappa-the-psychology-club-at-hcc-sw) on the HCC Learning Web, the [Psi Kappa blog](http://psikappa.blogspot.com/), and the [Psi Kappa Facebook](https://www.facebook.com/psikappa?fref=ts) 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](http://psibeta.org/site/) website. For information about the HCC chapter, visit the [Psi Beta page](https://learning.hccs.edu/faculty/terese.landry/psi-beta) on the HCC Learning Web.

**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. For more information, visit the [HCC Foundation scholarship website](https://www.hccsfoundation.org/scholarships).

**Tutoring**

Visit [this page](http://www.hccs.edu/district/students/tutoring/) to find out about HCC tutoring services.

**HCCS Student Policies**

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at <http://central.hccs.edu/students/student-handbook/>

**Students with Disabilities**

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.

**Ability Services Information**

**HCCS.EDU**

<http://central.hccs.edu/students/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

**EGLS3 Evaluation for Greater Learning Student Survey System**

The EGLS3 ([Evaluation for Greater Learning Student Survey System](http://www.hccs.edu/district/students/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.

**Office of Institutional Equity**   
Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.