



HOUSTON COMMUNITY COLLEGE

Course Syllabus

Human Growth and Development: Lifespan PSYC 2314

Semester with Course Reference Number (CRN)	Spring, 2015 CRN# 41137, 40972, 40481
Instructor contact information	Eagle Online Email (QuickMail) <ul style="list-style-type: none">• QuickMail uses your HCC email account.• HCC policy requires that distance education students and instructors use only QuickMail.• To view messages from me, including my replies to your messages, you must activate and log in to your HCC email account. Voicemail: 713-718-6534 <ul style="list-style-type: none">• I reply to voicemail messages via QuickMail.
Office Location and Hours	EDC A230 HCC-Central By appointment
Course Location/Times	Distance Education
Course Semester Credit Hours	Credit Hours 3.00 Lecture Hours 3.00
Total Course Contact Hours	48
Course Length (number of weeks)	8

Type of Instruction	Distance Education
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): 1. PSYC 2301 or departmental approval 2. 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)
Textbook	Boyd & Bee <i>Lifespan Development</i> 7th Edition ISBN-13: 978-0-13-377364-4 E-Book available at coursesmart.com
Program Student Learning Outcomes	<p>1. All students: Upon completion of any course in the psychology program, students will be able to define, discuss, and apply psychological terms and concepts that are covered in the course and are also referred to in news reports, self-help materials, and the process of seeking and engaging in psychotherapy.</p> <p>2. Psychology Majors: Upon completion of any course in the psychology program, students who are seeking undergraduate degrees in psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in upper division psychology courses that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history and systems of psychology).</p> <p>3. Non-Psychology Majors: Upon completion of any course in the psychology program, students who are seeking degrees in fields other than psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in psychology-related courses that are required for degrees in fields other than psychology (e.g., nursing, human relations, addiction, consumer behavior).</p>
Course Student Learning Outcomes	<p>1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.</p> <p>2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.</p> <p>3. Demonstrate knowledge of and explain concepts related to lifespan development.</p> <p>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.</p>

<p>Learning Objectives</p>	<p>1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.</p> <p>1. 1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY Define</p> <p>1.1.1. Developmental psychology 1.1.2. Life-span perspective 1.1.3. Cohort effects</p> <p>1.2. CORE DOMAIN 2: THE SYSTEMS APPROACH Define</p> <p>1.2.1. The ecological-systems approach to the study of human development 1.2.2. Epigenetic systems theory</p> <p>1.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT Define</p> <p>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</p> <p>1.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT Define</p> <p>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</p> <p>1.5 CORE DOMAIN 5: : PSYCHOSOCIAL DEVELOPMENT Define</p> <p>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</p> <p>2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.</p> <p>1. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY Define and identify</p> <p>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</p>
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	<p>2.1.5. Scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)</p> <p>2.1.6. The components of an experiment, and discuss the main advantage of this research method</p> <p>2.1.7. Some of the ethical issues involved in conducting research with humans</p> <p>3. Demonstrate knowledge of and explain concepts related to lifespan development.</p> <p>1. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY Explain</p> <p>3.1.1. Differences among the major theoretical perspectives in lifespan psychology.</p> <p>3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH Describe</p> <p>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.</p> <p>3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT Explain</p> <p>3.3.1. Nature / nurture controversy</p> <p>3.3.2. Process of reproduction</p> <p>3.3.3. Multiple births</p> <p>3.3.4. Genetics research</p> <p>3.3.5. Genetic counseling</p> <p>3.3.6. Brain development</p> <p>3.3.7. SIDS</p> <p>3.3.8. Role of nutrition, including breastfeeding</p> <p>3.3.9. Role of exercise and it's effects on preventing obesity</p> <p>3.3.10. Eating disorders</p> <p>3.3.11. Role of hormones in development during adolescence</p> <p>3.3.12. Puberty</p> <p>3.3.13. Changes in body image during adolescence</p> <p>3.3.14. Sexual behavior including STD's and decisions</p> <p>3.3.15. Teen pregnancy</p> <p>3.3.16. Factors that contribute to drug use and addiction</p> <p>3.3.17. Primary and secondary aging</p> <p>3.3.18. Osteoporosis</p> <p>3.3.19. Hormone replacement therapy (HRT)</p> <p>3.3.20. Variables affecting life expectancy</p> <p>3.3.21. Theories of aging</p> <p>3.3.22. Euthanasia and assisted suicide</p> <p>3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT Explain</p> <p>3.4.1. Sensorimotor intelligence, including object permanence</p> <p>3.4.2. Preoperation thought</p> <p>3.4.3 Concrete operations</p> <p>3.4.4 Formal operational thinking</p> <p>3.4.5. Vygotsky's theory</p> <p>3.4.6. Theories of language development</p> <p>3.4.7. Bilingualism and second language learners</p> <p>3.4.8. School related testing</p> <p>3.4.9. Mental retardation</p> <p>3.4.10. Learning disabilities and ADHD</p> <p>3.4.11. Metacognition and selective attention</p>
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	<p>3.4.12. Information Processing theory</p> <p>3.4.13. Moral development</p> <p>3.4.14. Characteristics of good schools</p> <p>3.4.15. Working outside of school and it's effects</p> <p>3.4.16. Senescence</p> <p>3.4.17. Psychological impact of attending college</p> <p>3.4.18. Postformal thought</p> <p>3.4.19. Fluid and crystallized intelligence and how each is affected by age</p> <p>3.4.20. Gardner's view of multiple intelligences</p> <p>3.4.21. Dementia and Alzheimer's disease</p> <p>3.4.22. Wisdom</p> <p>3.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT</p> <p>Explain</p> <p>3.5.1. Temperament</p> <p>3.5.2. Attachment, including secure and insecure and the strange situation</p> <p>3.5.3. Prosocial and antisocial behavior</p> <p>3.5.3. Child care concerns</p> <p>3.5.4 Parenting styles</p> <p>3.5.5 Cross-cultural parenting</p> <p>3.5.6 Disciplining children</p> <p>3.5.7 effects of media</p> <p>3.5.8 Gender development theories</p> <p>3.5.9 Identity vs. role confusion</p> <p>3.5.10 Depression and suicide</p> <p>3.5.11 Challenges of adolescence</p> <p>3.5.12 Role of work in adult development</p> <p>3.5.13 Intimacy vs. isolation</p> <p>3.5.14 Generativity vs. stagnation</p> <p>3.5.15 Integrity vs. despair</p> <p>3.5.16 Social clock</p> <p>3.5.17. Marital success</p> <p>3.5.18. Divorce</p> <p>3.5.19. Work and family issues in dual-income families, including role overload and role buffering</p> <p>3.5.20. Role of work in adult development</p> <p>3.5.21. Midlife crisis</p> <p>3.5.22. Sandwich generation</p> <p>3.5.23. partner abuse</p> <p>3.5.24. violent behavior of males</p> <p>3.5.25. Activity theory vs. disengagement theory</p> <p>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.</p> <p>1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY</p> <p>Students will interpret</p> <p>4.1.1. Psychological research on the basis of ethical standards.</p> <p>4.2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT</p> <p>Students will apply</p> <p>4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction</p>
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	<p>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</p> <p>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)</p>						
Core Curriculum Competencies	<p>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.</p> <p>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.</p> <p>QUANTITATIVE AND EMPIRICAL LITERACY Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experimental and/or numerical by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome 2 above.</p> <p>SOCIAL RESPONSIBILITY Students will demonstrate cultural self-awareness, intercultural competency, civic 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.</p>						
Instructional Methods	<p>Distance (100%)</p> <p>Units of Instruction</p> <table border="1"> <thead> <tr> <th>Unit</th><th>Chapter/Topics</th></tr> </thead> <tbody> <tr> <td>I</td><td>Chapter 1 Introduction Chapter 2 Theories Chapter 3 Prenatal Development Chapters 4-6 Infancy Chapters 7-8 Early Childhood</td></tr> <tr> <td>II</td><td>Chapters 9-10 Middle Childhood Chapters 11-12 Adolescence Chapters 13-14 Early Adulthood Chapters 15-16 Middle Adulthood Chapters 17-18 Late Adulthood Chapter 19 Death and Dying</td></tr> </tbody> </table>	Unit	Chapter/Topics	I	Chapter 1 Introduction Chapter 2 Theories Chapter 3 Prenatal Development Chapters 4-6 Infancy Chapters 7-8 Early Childhood	II	Chapters 9-10 Middle Childhood Chapters 11-12 Adolescence Chapters 13-14 Early Adulthood Chapters 15-16 Middle Adulthood Chapters 17-18 Late Adulthood Chapter 19 Death and Dying
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Student Assignments	Video Notes: Each student will submit notes on one video for each unit of instruction (see above). Links to the videos and complete instructions are posted in the Unit I and Unit II areas of Eagle Online. The notes for each video will consist of a list of the main ideas and supporting details of each of the videos. The lists can be in bullet point, numbered, or outline format. DO NOT SUBMIT ESSAYS, PARAGRAPHS, NARRATIVES, ETC. If your notes are not in the correct format, you will receive a zero. The standard against which notes for each video will be graded is that the instructor needs to be able to tell from the notes that the student watched the entire video and grasped all of the concepts presented in it. Notes should be saved in a Microsoft Word file with the student's name as the file name. The Video Notes files should be submitted to the instructor using the "Upload Video Notes" links in the Unit I and Unit II areas of Eagle Online by 11:55 PM on the date indicated in the course calendar. Video Notes will count 100 points (50 points per unit).														
Student Assessment(s)	Online Exams: There are comprehensive, open-book exams for each unit of instruction. All of the exams are available on the first day of class but must be completed by 11:55 p.m. on the due dates shown in the course calendar below. The exams have no time limits and can be reopened as many times as students like prior to their due dates. Instructions for printing the exams are provided on the course homepage so that students can work on the exams offline if they choose to. Each unit exam consists of 75 multiple-choice questions and counts 150 points. Thus, exams will count a total of 300 points . Online Comprehensive Final Exam: There will be a comprehensive exam covering all chapters consisting of 50 multiple-choice questions. Unlike the unit exams, the final exam has a two-hour time limit. It cannot be printed. The exam will be available only during the period shown in the course calendar and must be completed by 11:55 p.m. on the final day of the availability period. The final exam will count 100 points .														
Calendar	<table><tr><th><i>Date</i></th><th><i>Due</i></th><th><i>Chapters</i></th></tr><tr><td>2/8</td><td>Unit I Exam Unit I Video Notes</td><td>1-8</td></tr><tr><td>3/1</td><td>Unit II Exam Unit II Video Notes</td><td>9-19</td></tr><tr><td>3/2-3/8</td><td>Online Comprehensive Final Exam</td><td>1-19</td></tr></table>	<i>Date</i>	<i>Due</i>	<i>Chapters</i>	2/8	Unit I Exam Unit I Video Notes	1-8	3/1	Unit II Exam Unit II Video Notes	9-19	3/2-3/8	Online Comprehensive Final Exam	1-19		
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HCC Grading Scale	<table><tr><td>A = 100- 90</td><td>4 points per semester hour</td></tr><tr><td>B = 89 - 80:</td><td>3 points per semester hour</td></tr><tr><td>C = 79 - 70:</td><td>2 points per semester hour</td></tr><tr><td>D = 69 - 60:</td><td>1 point per semester hour</td></tr><tr><td>59 and below = F</td><td>0 points per semester hour</td></tr><tr><td>W(Withdrawn)</td><td>0 points per semester hour</td></tr><tr><td>I (Incomplete)</td><td>0 points per semester hour</td></tr></table>	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	W(Withdrawn)	0 points per semester hour	I (Incomplete)	0 points per semester hour
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Instructor Grading Criteria	A = 450+ points B = 400-449 points C = 350-399 points D = 300-349 points F = < 300 points
HCC Policy Statements http://hccs.edu/student-rights	
Distance Education Policies http://de.hccs.edu/Distance Ed/DE Home/faculty resources/PDFs/DE Syllabus.pdf	