Division of Social and Behavioral Sciences
Department of Psychology

PSYC 2314: Human Growth & Development/Lifespan
CRN# 14423, 12725 – Summer Mini-Term, 2016
3-hour lecture course / 48 hours per semester/ 3 Weeks
HCC Online

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Office Location and Hours
Please feel free to contact me by email 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 by appointment. My office is at the Central campus.

Email Policy
HCCS policy requires instructors and students to communicate only through the HCCS email system. The Inbox tool in Eagle Online/Canvas works within the HCCS email system. HCC Online policy requires students and instructor use it to communicate. If you have not activated your HCCS student email account, you can do so here. You can expect me to respond to your emails within twenty-four 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 GUST 0342 as a reading co-requisite; ENGL 0310/0349 as a writing 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.

Program Student Learning Outcomes (PSLOs)
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.
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 course that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history, and systems of psychology).
3. *Non-Psychology Majors*: Upon completion of any course in the psychology program, students who are seeing 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 course that are required for degrees in fields other than psychology (e.g., nursing skills, consumer behavior, research methods).

Course Student Learning Outcomes (CSLOs)
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, completing assignments and taking exams in Eagle Online. 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 Learning Management System

This section of PSYC 2314 will use Eagle Online for all assignments, exams, and activities. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR** BROWSER. For a free download of Firefox for free, go to http://www.mozilla.org/en-US/firefox/new/

MyPsychLab

MyPsychLab is a premium website that accompanies the textbook. It includes an e-book. MyPsychLab is not required in this class. However, you can register for two weeks of free access to it, including the ebook. This is a good option for students who must delay getting a textbook for financial reasons. To register for free access, go to MyPsychLab.com, click the "Student" button and follow the on-screen instructions. You will be prompted to enter a course ID. The course ID is **boyd47431.**

Instructional Materials

Textbook

Boyd, D., & Bee, H. (2015). *Lifespan Development* 7E. Upper Saddle River, NJ: Pearson.

Supplementary Resources

Supplementary resources are posted in the "Supplementary Resources" folder on Eagle Online.

Get Started Activities, Unit Exams, Essay, and Comprehensive Final Exam

Get Started Activities
You must complete all of the activities in the "Get Started" folder on Eagle Online by 11:55 p.m. on the date shown in the Course Calendar. The activities will count a total of **50 points**.

Unit 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. 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**.

Essay
You will watch a documentary and write a 2- to 3-page essay that describes the ways in which the person or group of people in the video demonstrate the characteristics of one of the developmental stages you will learn about in this course. Complete instructions for the assignment and links for submitting an optional rough draft and the essay are posted in the "Essay" folder on Eagle Online. The essay will count **50 points** (+ **10 points bonus** if submitted by "bonus" due date in course schedule below).

Comprehensive Final Exam
There will be a comprehensive exam covering all chapters consisting of 100 multiple-choice questions. Unlike the unit exams, the final exam has a two-hour time limit and must be completed in one sitting. It cannot be printed. You will see only one question at a time. After you save the answer to a question, you cannot return to it. 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**.

Grading Formula
Your course grade will be determined by the total number of points you earn in the course.

A	450+
B	400-499
C	350-399
D	300-349
F	<300

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
No makeup work is allowed.

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.

COURSE CALENDAR

Weeks	Dates	Reading Assignments/What's due

1	5/16-5/22	**Get Started activities due by 11:55 p.m. on 5/17**
		
		Unit I Readings
		   Chapter 1 Introduction
		   Chapter 2 Theories
		   Chapter 3 Prenatal Development
		   Chapters 4-6 Infancy
		   Chapters 7-8 Early Childhood
		
		Unit I Exam due by 11:55 p.m. on 5/20
		Optional Rough Draft of Essay due by 11:55 p.m. on 5/22

2	5/23-5/29	**Last day to withdraw 5/27**
		
		Unit II Readings
		   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
		
		Unit II Exam due by 11:55 p.m. on 5/27
		Bonus (10 points) if Essay submitted by 11:55 p.m. on 5/29

3	5/30-6/5	**Essay due by 11:55 p.m. on 6/3** **Comprehensive Final Exam available 5/30-6/3** **Comprehensive Final Exam due by 11:55 p.m. on 6/3**

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 and HCCS Distance Education Student Handbook

Attendance
In a Distance Education course, attendance consists of logging in and completing assignments. If you do not log in and complete the Get Started activities by the due date in the course calendar, you will be dropped for non-attendance.

Withdrawal
If you decide to withdraw from the course, it is your responsibility to file the proper paperwork with the registrar's office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

Virtual 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 on the HCC Learning Web, the Psi Kappa blog, and the Psi Kappa Facebook 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 website. For information about the HCC chapter, visit the Psi Beta page 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.

Tutoring
AskOnline provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

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 this link:

http://central.hccs.edu/students/student-handbook/

HCCS Distance Education Policies
All Distance Education students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. The DE Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook.

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. 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.