PSYC 2314 – Lifespan Growth and Development
Angela V. Morales Building (ESID), 306 | 7:00-8:30 p.m. | Mondays + Hybrid
3-Hour Lecture/48 hours per semester/16 weeks

Instructor: Jennifer E. Dunn
Contact Information: jenedunn00@aol.com or jennifer.dunn@hccs.edu
Phone #832.419.6767, office hours: before and after class, or by appointment

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.

Course Description PSYC 2314 - developmental psychology is a 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. This course transfers as three (3) hours of credit to most other colleges and universities.

Prerequisites PSYC 2301 and PSYC 2314 require college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2301 and PSYC 2314 include placement in college-level reading (or take GUST 0342 as a co-requisite) and placement in college-level writing (or take ENGL 0310/0349 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 notice that follows. PSYC 2301 or Department Approval
**Course Goals** The goals of all psychology courses at Houston Community College are as follows:

Upon completion of this course, students will be prepared to
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-psycho 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

**Student Learning Outcomes**
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

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**PART III: EARLY CHILDHOOD**

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**PART IV: MIDDLE CHILDHOOD**

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### PART VII: MIDDLE ADULTHOOD

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### PART VIII: LATE ADULTHOOD AND THE END OF LIFE

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Changes in the sense organs 424-425  Caring for the dying including hospice care, palliative care, and home care 467-468

Theories of aging 425-427  Preparation for death 473-474

Dementia 429  Stages of dying 475

Alzheimer’s disease 429-431  Grief and bereavement 484-485

Core Curriculum
Credit: 3 (3 lecture)
PSYC 2314 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that address the goals of the core curriculum as follows:

* **Reading** at the college level means having the ability to analyze and interpret a variety of printed materials, books, and document. All students in PSYC 2301 are required to read a college-level textbook.

* **Writing** at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. All instructors in PSYC 2301 include at least one written assignment in their syllabi.

* **Effective speaking** is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Students in PSYC 2301 are required to communicate about course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.

* **Listening** at the college level means the ability to analyze and interpret various forms of spoken communication. Students in PSYC 2301 are required to listen to presentations and/or discussions of course content in formal or informal ways as determined by the requirements of each instructor's course syllabus.

* **Critical thinking** embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task. Students in PSYC 2301 are required to exhibit critical thinking in formal or informal ways as determined by the requirements of each instructor's course syllabus.

* **Computer literacy** at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available. Students in PSYC 2301 are required to exhibit computer literacy in formal or informal ways as determined by the requirements of each instructor's course syllabus.
Fall 2014 Calendar (16 week calendar)
Week 1 – Review the syllabus, Introductions, Discuss Projects
Week 2 – (Sept.1st) School closed; no class; Labor Day (will do online work)
Week 3 – (Sept.8th) Ch.1
Week 4 – Ch.2 & 3
Week 5 – Ch. 3-4
Week 6 – Ch. 5-6
Week 7 – (Oct.6th) Exam 1
Week 8 – Early Childhood
Week 9 – Early and Middle Childhood
Week 10 – Middle Childhood
Week 11 – Exam 2
Week 12 – Adolesences
Week 13 – (Nov.17th) Projects Due – NO EXCEPTIONS!!!!
Week 14 – (Nov.24th) Presentations
Week 15 – (Dec.1st) Early Adulthood
Week 16 – (Dec.8th) Final

Instructional Methods –
There will be a variety of learning activities scheduled for the classroom. Although the topic for each day will reflect material included in the assigned readings, the format will differ from session to session, and it will focus on active learning. The possible classroom activities include the following: lectures, discussions, small group work, experiential exercises, films, demonstrations, and individual reports. You may be asked to write reviews of films, participate in a role play, research answers to items missed on a test, or share personal examples which relate to textbook material. Since this is a hybrid class you will also need to have constant access to a computer and the Internet!!!!

Grading-
Your instructor will conduct quizzes, exams, and a written assignment that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.
3 Exams @ 20% each 60%
Written Assignment 20%
Assignments/Worksheets/Discussions 20%
Total 100%

HCCS Grading Scale

All work will be scored 0-100. The final percentage value resulting from the sum of the above components will be converted into a letter grade according to the following scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Student Assignments

Exams
Each of the 3 exams will consist of 75 multiple-choice items. Most will be selected from the text, but a few may come from class activities and lectures. BE ON TIME FOR EXAMS as once the first exam is completed and turned in, no more exams will be allowed to begin and you must schedule a make-up exam.

Please plan to take all tests at the scheduled time. If you must miss an exam, please notify me within 24 hours of the scheduled exam. I will give make-up exams for acceptable reasons, ONLY if I am provided with documentation.

Acceptable reasons: hospitalization, death in the family, or court

Make-up exams may be essay and short answer questions. They may be somewhat harder than the regularly scheduled tests because the student will have the advantage (compared to the students who took the test in class) of extra study time plus possible feedback from other students about the class test. It is to your advantage to take the exams when they are scheduled.

Written Assignment(Project)
The written assignment will be in the form of a Psychology Fair entry. It is similar to a Science Fair or a History Fair project with which you are probably more familiar. It provides an opportunity for you to use your creativity and innovative ideas while completing a requirement for the class. The key to success is to start early and meet all the due dates and deadlines. You will receive extra material discussing this project.

Paper – 50%
Poster – 50%
Presentation - Bonus

Assignments/Worksheets/Discussions
There will be several assignments throughout the semester. Some of these assignments will be done in class and other will be assigned as online assignments. All
discussions will be conducted online. So again, access to a computer and the Internet is crucial!!!

**Instructional Materials;**
My Virtual Child from [www.myvirtualchild.com](http://www.myvirtualchild.com) $33.00

**HCC Policy Statement - ADA**
Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to a DSS counselor @ 713.718.7218 to make necessary arrangements. Faculty is only authorized to provide accommodations to students by the Disability Support Service Office.

**HCC Policy Statement: Academic Honesty**
A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by any college system official against a student accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:
- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)
HCC Policy Statements
http://hccs.edu/students-rights
Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early. You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class. Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class. If you miss 4 classes then your final grade will be dropped a letter grade. If you miss 6 or more classes you will receive a grade of FX for the semester.

Class attendance equals class success.
HCC Policy Statement - Students’ Responsibility to Read the HCC DE Student Handbook/Student Services
The Distance Education 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 by visiting this link: http://de.hccs.edu/de/de-student-handbook

Technical Compliance Notice and How to Handle Technology Problems
This class is a distance-education 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. You must contact the distance education technicians when you have technology problems by going to http://d2.parature.com/ics/support/default.asp?deptID=8081.

**HCC Course Withdrawal Policy** If you feel that you cannot complete this course; you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than SIX total course withdrawals throughout their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**The deadline for Fall 2014 is October 31st before 4:30 pm**

**Repeat Course Fee** The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course
withdrawal because you are not earning passing grades, confer with your 
instructor/counselor as early as possible about your study habits, reading and writing 
homework, test taking skills, attendance, course participation, and opportunities for 
tutoring or other assistance that might be available.

**Classroom Behavior** As your instructor and as a student in this class, it is our 
shared responsibility to develop and maintain a positive learning environment for 
everyone. Your instructor takes this responsibility very seriously and will inform 
members of the class if their behavior makes it difficult for him/her to carry out this task. 
As a fellow learner, you are asked to respect the learning needs of your classmates and 
assist your instructor achieve this critical goal.

**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.

**Use of Camera and/or Recording Devices** As a student active in the 
learning community of this course, it is your responsibility to be respectful of the learning 
atmosphere in your classroom. To show respect of your fellow students and instructor, 
you will turn off your phone and other electronic devices, and will not use these devices 
in the classroom unless you receive permission from the instructor. 
Use of recording devices, including camera phones and tape recorders, is prohibited in 
classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, 
or testing occurs. Students with disabilities who need to use a recording device as a 
reasonable accommodation should contact the Office for Students with Disabilities for 
information regarding reasonable accommodations

**Instructor 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

Program/Discipline Requirements
The psychology discipline committee has approved the following requirements for all sections of PSYC 2314:
- All instructors must require at least one written assignment.
- All instructors must include assignments, exams, or activities in their syllabi that address all of the HCCS core curriculum standards (see above).

The instructor reserves the right to make appropriate changes in the syllabus. Please remember that this is a tentative schedule and any changes made will be announced in class. It is the student’s responsibility to keep updated on course information if he or she is absent.

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/currentstudents/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.”