HCC | HOUSTON COMMUNITY COLLEGE

**Division of Social and Behavioral Sciences
Psychology Department**
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

PSYC 2314: Lifespan Growth & Development | Lecture | #16828
Spring 2020 | Second Eight-Week Term (3.23.2020 – 5.17.2020)
HCC Online
3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor: Karen P. Saenz, Ed.D. Office Phone: 713-718-7034
Office: Felix Fraga Academic Center Office Hours: M-F 8:00 a.m.-4:30 p.m.
HCC Email: karen.saenz@hccs.edu Office Location: Room 114, Fraga Campus

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

Please note that my name is pronounced "signs" as in dollar signs or stop signs—thanks! Help me—and your classmates—learn to pronounce your name (if it's more difficult than Chris Jones!) in your mini-biography in Module 1. Each person's name is important!

- Email and the communication tools in Canvas are the preferred methods of contacting me so that we both have a written record of our conversation.
- Because I am the Psychology Department Chair, I am in the office regularly from Monday through Friday, 8:00 a.m. to 4:30 p.m. I frequently have to attend meetings off campus, however, so please be sure to make an appointment if you need to meet with me in person.
- When I'm in the office, I check email several times a day and Eagle Online Canvas at least once a day, expect a reply within 24 hours; I rarely check email or Eagle Online Canvas in the evenings, however. I usually check email and Eagle Online Canvas at least once on Saturdays, but never on Sundays or holidays, thus, expect a reply on Monday morning.
- If I plan to be out of town or away from the Internet for more than 24 hours, I will inform the class via the Announcements in Eagle Online Canvas.

What's Exciting About This Course

You will learn so much about your life and the lives of those around you in this "womb to tomb" class. Do you really know "where babies come from?" (Hint: It's not the stork nor the

cabbage patch!) Do you know how a one-celled zygote differentiates and grows into a baby during the gestation? Can you describe how the brain develops and changes between conception and death? How about cognitive development and intelligence variations by gender and ethnicity? And how about what to expect as you approach late adulthood? Will you change careers several times? How about your personality over your lifespan—does it change or stay the same? And don't forget your relationships with other along the way.

This is a fast-paced, intense course, and you might feel like you're in a "Star Trek" time warp—one week we're studying infants and toddlers and then in a couple of weeks, we're dealing with the elderly. You will learn a lot in the Lifespan course that will be useful in your career. As a bonus, it's probably the best course on parenting you'll ever find.

My Personal Welcome

Welcome to Lifespan Development—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human behavior, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you.

The fastest way to reach me is by my HCC email, not by phone. My goal is for you to complete the course with a better understanding of yourself and of human behavior across the lifespan. So please contact me whenever you have a question.

Prerequisites and/or Co-Requisites

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 HCC Student Handbook.

Eagle Online Canvas Learning Management System

This is a fully online class that will use Eagle Online Canvas (https://eagleonline.hccs.edu) for all assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

HCC Online Information and Policies

I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about system requirements for using Canvas, HCC Online policies, and support services that are available for students in online classes. Here is the link to HCC Online: http://www.hccs.edu/online/. Here is the link to Online Student Support: https://www.hccs.edu/online/student-support/

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Scoring Rubrics, Assignment Instructions, etc.

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Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course.
https://eagleonline.hccs.edu/login/ldap

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Instructional Materials

Textbook Information

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The textbook listed below is **required** for this course. ***Lifespan Development*** (8th edition) by Boyd and Bee (Pearson).

A package that contains the text as well as an access code for Pearson Revel (ISBN 9781323879730) may be purchased through the HCC Bookstore's Website.
(https://hccs.bncollege.com/shop/hccs-central/home)

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Temporary Free Access to E-Book

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The link to get temporary free access to a digital version of the text for a limited period of time will be available on the home page of the Canvas course. **The Pearson courseware for the class, Revel, is NOT required** for this section of PSYC 2314; however, you may choose to use it as a study tool. It is a good idea to wait to register for Revel until you are ready to begin the work in Module 1. Click the "Pearson Revel" link, and follow the instructions. During registration, you will be offered the option to activate free access to Revel for two weeks. If you register with an access code or credit card, you will be offered the option to purchase a print book to be shipped to the address of your choice.

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Other Instructional Resources

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Supplemental Resources
Each Module includes resources to assist you in being successful in this course. They include the following:
- **Core Concepts** for the Module to help you focus your studies on the required Learning Objectives and maximize your study time
- **Instructor's Notes** for the Module that includes the information in Revel
- **PowerPoint Slides** to provide an overview of the Module's content

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the

libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at http://library.hccs.edu.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/.

Course Overview

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.

Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, and PSYC 2319 satisfy the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that these courses address 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.
- *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.

Program Student Learning Outcomes (PSLOs)

PSYC Program SLOs can be found at this link:
http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/

Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, students will be able to

- Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.

- Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.
- Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
- Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

Learning Objectives

Learning Objectives for each CSLO can be found at Learning Objectives for PSYC 2314

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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.

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 learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make ups
- 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

As a student, it is your responsibility to:
- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- 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

Assignments, Exams, and Activities

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

Written Assignment(s)

OVERVIEW OF THE WRITTEN ASSIGNMENTS

The Written Assignment is in two parts @ 100 points each = 200 points.
- **Module Assignments: Reflections** (10 Reflections @ 10 points each = 100 points)
- **Grit Paper** (one assignment with multiple parts = 100 points)

See the details of each part of the Written Assignment below.

Written Assignment: Module Assignments: Reflections
Module Assignments: Reflections: Ten Reflections (one per Module) @ 10 points each = 100 points
The goal of the Reflections is to give you an opportunity to consider some of the concepts in the course on a personal level. Your entries are not available for your classmates to read; only you and I will see them. Because your comments are based on your personal experiences, there are no "right" nor "wrong" answers; the grade is a completion grade. The responses to the prompts are expected to be deeper than "surface-level" conversation, however, to earn the 10 points per Module. The grading rubric is posted in Eagle Online Canvas.

You may work ahead on all **Module Assignments: Reflections**; however, the Modules are set so that the previous Module must be completed before the next Module can be opened. For example, every document/resource and each assignment in Module 1 must be opened **BEFORE** Module 2 will be available.

Instructions for Earning Full Credit on the Reflections:
- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR REFLECTION** before the 11:59 p.m. deadline for the Module (see the Course Calendar for details). Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.

Written Assignment: Grit Paper
Grit Paper: One Assignment with Multiple Parts = 100 points
The goal of the Written Assignment is to relate the concepts of "grit and perseverance" across the Lifespan. Grit and perseverance are life skills that enhance your ability to succeed even when events might be difficult. The Written Assignment will be open from the first day of class until the deadline posted in the Course Calendar.

Instructions for Earning Full Credit on the Grit Assignment:
- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR PAPER** before the 11:59 p.m. deadline. Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.

Exams

Five Online Exams @ 100 points each = 500 points.
The goal of the exams is to encourage you to read and study the concepts in the Lifespan textbook, and then the exams will measure how much you know about the content.

Instructions for Earning Full Credit on the Exams:
- Each exam will cover **two Modules**, and each will consist of **50 multiple-choice questions** worth 2 points each (**total of 100 points**). The questions come from the required Core Concepts (see the Core Concepts for each Module).
- The exam has a **60-minute (1 hour) time limit**; 60 minutes does not allow time to look up answers to all 50 questions. Be sure to begin the exam no later than 10:50 p.m. on the day of the deadline so that you will have the full hour to complete it.
- Each Exam will be open for 2 days (see the Course Calendar for details). Choose the hour that suits your schedule best during those 2 days.
- **Only one question at a time** will be visible. That eliminates going back to a question if it was answered incorrectly or skipped.
- Be sure to use **FIREFOX or GOOGLE CHROME** as the Internet Browser. Quizzes will not be "reset" for individual students; you MUST use Firefox or Chrome.
- Click **SUBMIT QUIZ** before the deadline on the Course Calendar.

Other Assignments and Activities

DISCUSSIONS: Ten Module Assignments @ 10 points each = 100 points

The goal of the **Module Assignments: Discussions** is to engage you in a semi-formal brainstorming activity about topics of interest in developmental psychology and to "dialogue" with your classmates. Often our thoughts about controversial topics are not clear; writing down our thoughts makes us think about what we know and believe and what we want to ask. The grading rubric is posted in Eagle Online Canvas.

You may work ahead on all **Module Assignments: Discussions**; however, the Modules are set so that the previous Module must be completed before the next Module can be opened. For example, every document/resource and each assignment in Module 1 must be opened **BEFORE** Module 2 will be available.

Instructions for Earning Full Credit on the Discussions:
- **READ** the requirements in the Rubric before you begin.
- **REPLY** to the prompt.
- **FOLLOW** the Reminders in the prompt, and meet the requirements.
- **POST YOUR DISCUSSION** before the 11:59 p.m. deadline for the Module (see the Course Calendar for details). Postings after the 11:59 p.m. deadline will not be graded and a zero will be recorded.
- **REPLY** to at least **TWO** of your classmates.

EXTRA CREDIT

Extra Credit opportunities will be provided in Canvas. Some opportunity are posted in Canvas, and others may be posted in the Announcements and/or the Canvas Inbox. Check the Announcements and the Canvas Inbox regularly because they might have a short amount of time to complete the extra credit—you want to earn the points! NOTE: All extra credit opportunities have deadlines; points may only be earned for completion before the deadline.

Start Here Quiz: 10 points Extra Credit
Although the Start Here Quiz counts as extra points (beyond the 1,000 for the course), completion of it is required to enter the Modules. The answers are in the Syllabus and the content of the Start Here Module. Retake the quiz as many times as needed to get a score of 100% but the Syllabus Quiz must be completed no later than **11:59 p.m. of the deadline stated on the Course Calendar**.

Academic Honesty Statement Quiz: 5 points Extra Credit
The Academic Honest Statement Quiz also counts as extra points (beyond the 1,000 for the course), and completion of it is also required to enter the Modules. Follow the prompt carefully. The Academic Honesty Statement Quiz must be completed no later than **11:59 p.m. of the deadline stated on the Course Calendar**.

Eulogy: 10 points Extra Credit
The eulogy provides obvious closure to a "womb-to-tomb" course. Be sure to completed it no later than **11:59 p.m. of the deadline stated on the Course Calendar**.

Comprehensive Final Exam

One Comprehensive Final Exam = 200 points
The goal of the final exam is to test your learning of the course content. The questions come from the required Core Concepts (see the Core Concepts for the Final Exam in the Final Exam Module).

Instructions for Earning Full Credit on the Final Exam:
- The exam consists of **100 multiple-choice questions** worth 2 points each (**total of 200 points**).
- The exam has a **120-minute (2-hour) time limit**; you will not have time to look up all of the answers. Be sure that you begin the exam no later than 9:59 PM on the day of the deadline so that you will have your full two hours to complete it.
- The exam will be **open** for **2 days** (see the Course Calendar for details). Choose the 2 hours that suits your schedule best during that day.
- You are allowed to **see only one question at a time**. That means you cannot go back to a question if you answer it incorrectly or if you skip it.
- Be sure you are using **FIREFOX or GOOGLE CHROME** as your Internet Browser. Quizzes will not be "reset" for individual students: you MUST use Firefox or Chrome.
- Click **SUBMIT QUIZ** before the deadline.

Grading Formula

Your final course grade will be calculated by adding the points earned for each of the following assignments (maximum of 1,000 points). All work must be completed by the deadline stated in the Course Calendar.

Written Assignments: Reflections and Grit Paper	200 points
Exams	500 points
Discussions	100 points
Comprehensive Final Exam	200 points
TOTAL	**1,000 points**
Maximum Extra Credit	50 points maximum

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of 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.

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Course Calendar
PSYC 2314 Course Calendar 6202, Spring 2020, Second 8-Week Term #16828
REVISED March 21, 2020

Week	Date	Topic | What's Due (Post by 11:59 p.m.)
1	**Mon. Mar. 30**	First Day of Class
	Sunday, April 5	**DEADLINE** • **"Start Here" Quiz**: Score of 100% required to enter Course Modules • **Academic Integrity Pledge**: Score of 100% required to enter Course Modules

Week	Date	Topic | What's Due (Post by 11:59 p.m.)
2	**Monday, April 6**	• **DEADLINE Census Day: All students must begin the class by this day or be dropped for never attending** • **DEADLINE** Module 1: Basic Concepts and Methods, Chapter 1, pp. 1-19 • **Discussion 1**: Mini Biography • **Written Assignment: Reflection 1**: Culture and Development
	Tuesday, April 7	**DEADLINE** Module 2: Theories of Development, Chapter 2, pp. 20-41 • **Discussion 2**: Theories of Development • **Written Assignment: Reflection 2:** #1 Bronfenbrenner's Bioecological Model
	Wed., April 8	**EXAM 1: Modules 1 and 2** opens at 12:30 a.m.
	Thurs., April 9	**EXAM 1: Modules 1 and 2** closes at 11:59 p.m.
	Friday, April 10-Sunday, April 12: Spring Holiday. All campuses closed.	

Week	Date	Topic | What's Due (Post by 11:59 p.m.)
Sat	**Tuesday, April 14**	**DEADLINE** Module 3: Prenatal Development and Birth, Chapter 3, pp. 42-66 • **Discussion 3**: Research on Prenatal Development and Birth • **Written Assignment: Reflection 3**: #2 Prenatal Development **OR** #3 Birth
	Thursday, April 16	**DEADLINE** Module 4: Infancy, Chapters 4, 5, and 6, pp. 67-126 • **Discussion 4**: Research on Infancy • **Written Assignment: Reflection 4**: #4 Physical Development, **OR** #5 Cognitive Development, **OR** #6 Temperament in Infants
	Sat. April 18	**EXAM 2: Modules 3 and 4** opens at 12:30 a.m.
	Sun. April 19	**EXAM 2: Modules 3 and 4** closes at 11:59 p.m.

4	**Tuesday, April 21**	**DEADLINE** Module 5: Early Childhood, Chapters 7 and 8, pp. 127-178 • **Discussion 5**: Research on Early Childhood • **Written Assignment: Reflection 5**: #7 "When I Was a Preschooler . . ." **OR** #8 Parenting in the Early Childhood Years
	Thursday, April 23	**DEADLINE** Module 6: Middle Childhood, Chapters 9 and 10, pp. 179-222 • **Discussion 6**: Research on Middle Adulthood • **Written Assignment: Reflection 6**: #9 The Influence of Family on Socialization and Development **OR** #10 Social Competence
	Sat., April 25	**EXAM 3: Modules 5 and 6** opens at 12:30 a.m.
	Sun., April 26	**EXAM 3: Modules 5 and 6** closes at 11:59 p.m.

5	**Mon., April 27**	• **Last day to Withdraw (Noon)**
	Tuesday, April 28	**DEADLINE** Module 7: Adolescence, Chapters 11 and 12, pp. 223-271 • **Discussion 7**: Research on Adolescence • **Written Assignment: Reflection 7**: #11 Body Image **OR** #12 Identity
	Thursday, April 30	**DEADLINE** Module 8: Early Adulthood, Chapters 13 and 14, pp. 272-318 • **Discussion 8**: Research on Early Adulthood • **Written Assignment: Reflection 8**: #13 College Experience **OR** #14 Sternberg's Triangular Theory of Love
	Sat., May 2	**EXAM 4: Modules 7 and 8** opens at 12:30 a.m.
	Sun., May 3	**EXAM 4: Modules 7 and 8** closes at 11:59 p.m.

6	**Tuesday, May 5**	**DEADLINE** Module 9: Middle Adulthood, Chapters 15 and 16, pp. 319-355 • **Discussion 9**: Research on Middle Adulthood • **Written Assignment: Reflection 9**: #15 Health Habits **OR** #16 The "Big Five" Personality Traits
	May 7	**DEADLINE** Module 10: Late Adulthood and Death, Dying, and Bereavement, Chapters 17, 18, and 19, pp. 356-419 • **Discussion 10**: Research on Late Adulthood and the End of Life • **Written Assignment: Reflection 10**: #17 Longevity, **OR** #18 Successful Aging, **OR** #19 Death Anxiety
	Sat., May 9	**EXAM 5: Modules 9 and 10** opens at 12:30 a.m.
	Sun., May 10	**EXAM 5: Modules 9 and 10** closes at 11:59 p.m.

7	**Mon. May 11**	• **DEADLINE**: **WRITTEN ASSIGNMENT: Grit Paper** 11:59 p.m.
	Tuesday, May 12	**DEADLINE** Extra Credit Opportunity (10 points) • **Reflective Journal Entry**: #20 Eulogy
	Thur., May 14	**FINAL EXAM** opens at 12:30 a.m.
	Fri., May 15	**FINAL EXAM** closes at 11:59 p.m.

Syllabus and Calendar Modifications
The instructor reserves the right to modify the syllabus and/or course calendar at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

Making Up the Written Assignment: Module Assignments: Reflections
Late work on the 10-point **Reflections** will not be graded. Check the Course Calendar for the Deadlines on all assignments.

Making Up the Written Assignment: Grit Paper
If you miss the deadline for the Written Assignment because of a **documented emergency**, notify the instructor by email (karen.saenz@hccs.edu) ***no later than NOON the day after the deadline. Attach the documentation of the emergency to the message.***

Acceptable reasons for submitting the Written Assignment after the deadline are as follows (documentation is required to verify the reason for missing the deadline):
1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do <u>NOT</u> include the following:
1. Doctor's appointments for a non-emergency
2. "I didn't have time to study."

A 25% late penalty may be assessed for make-up work.

Making Up the Exams
If you miss an exam because of a **documented emergency**, notify me by email (karen.saenz@hccs.edu) **no later than NOON the day after the exam closes. Attach the documentation of the emergency to the message.** Acceptable reasons for making up the exam are as follows (documentation is required to verify the reason for missing the deadline):
1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do <u>NOT</u> include the following:
1. Doctor's appointment for a non-emergency
2. "I didn't have time to study."

The make-up exam might be essay or short-answer questions rather than multiple-choice questions. All exams are open for a short period of time (i.e., a day or two); it is in your best interest to take the exams as scheduled as early as possible.

NOTE: A make-up exam is not a retake; that is, make-up exams are only allowed for misses exams due to **documented emergencies**.

A 25% late penalty may be assessed for make-up work.

Making Up the Module Assignments: Discussions
Late work on the 10-point **Discussions** will not be graded. Check the Course Calendar for the Deadlines on all assignments.

Making Up Extra Credit
Late work on Extra Credit will not be graded. Check the Course Calendar and Canvas Inbox for the Deadlines.

Making Up the Comprehensive Final Exam
If you miss the final exam because of a **documented emergency**, notify the instructor by email (karen.saenz@hccs.edu) *no later than NOON the day after the exam closes. Attach your documentation of the emergency to the message.*

Acceptable reasons for making up the exam are as follows (documentation is required to verify the reason for your absence):
1. Serious illness (hospitalization)
2. A death in the family
3. Detainment in jail

Acceptable reasons do NOT include the following:
1. Doctor's appointments for a non-emergency
2. "I didn't have time to study."

It is very likely that the make-up exam will be a paper/pencil test given at the Felix Fraga Academic Center. Schedule a date and time with your instructor. The final exam is open for 2 days; it is in your best interest to take the exam as scheduled as early as possible.

NOTE: A makeup exam is not a retake; that is, a makeup exam is only allowed for a missed exam due to **documented emergencies**.

A 25% late penalty may be assessed for make-up work.

Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

Academic integrity is expected in this course. I will hold each of you to your pledge by applying the following penalties for violations:
- **First Offense:** Grade of 0 on the assignment

- **Second Offense:** Grade of 0 on the assignment, total points penalty of 100 points, and referral to the Dean of Students for disciplinary action

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Policy

The law requires HCC to submit an official class roll on a fixed date that varies by term (see "Census Day" in the Course Calendar). To avoid being reported as "Never Attended," log in to the course and complete the assignments and activities that have a deadline before Census Day. If you decide that withdrawing from the course is your best option, you need to do so by the "Last Date to Withdraw" in the Course Calendar. **Please contact me to discuss your options BEFORE withdrawing!** If you simply stop logging in and completing work, a grade of FX will be processed at the end of the semester—and that is NOT in your best interest!

Student Conduct

A courteous and professional manner is expected in all interactions with each other and with me.

Instructor's Course-Specific Information

Keep up with your grades and your progress regularly in the Canvas gradebook. Expect Reflections, Discussions, the Grit Paper, and extra credit to be graded within 48 hours **after the deadline** (except Sundays and holidays). If full credit was not awarded, check the comments in the rubric to find out the cause for the point deduction. **AFTER you have noted the comments**, if you believe the grade to be in error, please notify me by Canvas inbox (or HCC email) of the situation. Remember that the final grade is based on accumulation of points; thus, the ongoing final grade in Canvas is not accurate until all work for the course is complete.

Psychology Program Information

Visit the Psychology Program Pages on the HCC Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

Psychology Field of Study
The Field of Study curriculum for Psychology is an 18-credit-hour set of lower division courses that must be applied to a bachelor's degree in Psychology, regardless of degree designation. If a student successfully completes a field of study for an established degree program, the student may transfer that block of courses for full academic credit. The transferred field of study courses must be substituted for the receiving institution's lower-division requirements for the discipline degree program into which the student transfers. If a student completes

only part of the field of study, then credit for those courses must also apply toward the major.

- PSYC 2301 General Psychology
- PSYC 2314 Lifespan Growth & Development
- PSYC 2317 Statistical Methods in Psychology
- PSYC 2319 Social Psychology
- PSYC 2320 Abnormal Psychology
- PSYC 2330 Biological Psychology

Associate in Science in Psychology
HCC students may earn an Associate in Science (A.S.) degree in psychology by completing the approved degree plan (https://learning.hccs.edu/programs/psychology/majoring-in-psychology-1).

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.

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.

The PSYC Connection
The goal of The PSYC Connection is to connect our Psychology majors with members of our psychology faculty to enhance their experience as they complete the required coursework toward successfully earning an Associate of Science degree at HCC. See details in Canvas.

HCC Foundation: 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.

HCC Policies

Here's the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity

- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS[3]

The EGLS[3] (Evaluation for Greater Learning Student Survey System) 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. EGLS[3] surveys are only available for the Fall and Spring semesters. –EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

Here's the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability

Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/

Department Chair Contact Information

Dr. Karen Saenz
Karen.Saenz@hccs.edu
713-718-7034