



Lifespan Growth & Development-11778

PSYC-2314

S2 2021 Section 0003 3 Credits 07/12/2021 to 08/15/2021 Modified 06/28/2021

Course Meetings

Meeting Days

Online - no required days

Meeting Times

Online - no required times

Meeting Location

Online in Canvas

Welcome and Instructor Information

Professor: Dr. Karen P. Saenz

Email: karen.saenz@hccs.edu

Office: Email

Phone: 7137187034

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 few 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.

Preferred Method of Contact

The fastest way to reach me is by my HCC email (karen.saenz@hccs.edu), 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.

Office Hours

Monday, Tuesday, Wednesday, Thursday, Friday, 8:00 AM to 4:30 PM, by email: karen.saenz@hccs.edu

Course Overview

Course Description

PSYC 2314 is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. (PSYC 2314 is included in the [Psychology Field of Study](#).)

Prerequisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCC Student Handbook](#).

Department Website

[Psychology Department \(https://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/\)](https://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/)

Core Curriculum Objectives (CCOs)

PSYC 2301, 2314, 2316, and 2319 satisfy the social science requirement in the HCC core curriculum. PSYC 2317 satisfies the mathematics requirement in the HCC core curriculum. The HCC Psychology Program Committee has specified that these courses address the following core objectives:

- **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.

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

<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

1. Define the major questions addressed by developmental science and the methods that developmental psychologists use to

answer them.

2. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
3. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
4. Describe changes in the nervous, endocrine, reproductive, sensory, cardiovascular, skeletal, muscular, and immune systems that occur from conception through late adulthood.
5. Describe the stages of the developing person at different periods of the life span from birth to death.
6. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
7. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
8. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
9. Discuss the various causes or reasons for disturbances in the developmental process.

Learning Objectives

Learning Objectives for each CSLO can be found at [Learning Objectives for PSYC 2314](#)

Departmental Practices and Procedures

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 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

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](#)

Succeeding in PSYC Courses

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.

Instructional Materials and Resources

Instructional Materials

Textbook Information

Access to a textbook is required for success in this course. The adopted textbook for this course is:

Boyd, D., & Bee, H. (2019). *Lifespan Development* 8th edition. Pearson Education.

This course participates in the **Houston Community College First Day Access (Inclusive Access)** program. A discount has been applied to the required digital course materials. The discounted charge of \$81.19 has been added to students' tuition and fee bills.

Students will access course materials through a link in Canvas. Instructions for opting out of the HCC First Day Program are also posted in Canvas. Students who opt out will still be responsible for obtaining required course materials.

Other Instructional Resources

Courseware

Your e-book subscription includes Revel, a courseware platform that includes quizzes and other activities that may help you master the course material. **Revel assignments are NOT required for a grade in this course.**

✓ Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
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Type	Weight	Topic	Notes												
Exams/Quizzes	Five Online Exams @ 100 points each = 500 points		<p>Exams</p> <p>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.</p> <table border="1"> <thead> <tr> <th colspan="2">Sections of Instruction</th> </tr> </thead> <tbody> <tr> <td>Exam 1: Modules 1 and 2: Foundations</td> <td>Chapters 1 and 2</td> </tr> <tr> <td>Exam 2: Modules 3 and 4: Prenatal Development and Infancy</td> <td>Chapters 3, 4, 5, and 6</td> </tr> <tr> <td>Exam 3: Modules 5 and 6: Early Childhood and Middle Childhood</td> <td>Chapters 7, 8, 9, and 10</td> </tr> <tr> <td>Exam 4: Modules 7 and 8: Adolescence and Early Adulthood</td> <td>Chapters 11, 12, 13, and 14</td> </tr> <tr> <td>Exam 5: Modules 9 and 10: Middle Adulthood and Late Adulthood, Death, Dying, and the End of Life</td> <td>Chapters 15, 16, 17, 18, and 19</td> </tr> </tbody> </table> <p>Instructions for Earning Full Credit on the Exams:</p> <ul style="list-style-type: none"> • 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. 	Sections of Instruction		Exam 1: Modules 1 and 2: Foundations	Chapters 1 and 2	Exam 2: Modules 3 and 4: Prenatal Development and Infancy	Chapters 3, 4, 5, and 6	Exam 3: Modules 5 and 6: Early Childhood and Middle Childhood	Chapters 7, 8, 9, and 10	Exam 4: Modules 7 and 8: Adolescence and Early Adulthood	Chapters 11, 12, 13, and 14	Exam 5: Modules 9 and 10: Middle Adulthood and Late Adulthood, Death, Dying, and the End of Life	Chapters 15, 16, 17, 18, and 19
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Type	Weight	Topic	Notes
Written Assignments	Total of 200 points		<p>OVERVIEW OF THE WRITTEN ASSIGNMENTS</p> <p>The Written Assignment is in two parts @ 100 points each = 200 points.</p> <ul style="list-style-type: none"> • Module Assignments: Reflections (10 Reflections @ 10 points each = 100 points) • Grit Paper (one assignment with multiple parts = 100 points) <p>See the details of each part of the Written Assignment below.</p> <p>Written Assignment: Module Assignments: Reflections</p> <p>Module Assignments: Reflections: Ten Reflections (one per Module) @ 10 points each = 100 points</p> <p>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 Canvas.</p> <p>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.</p> <p>Instructions for Earning Full Credit on the Reflections:</p> <ul style="list-style-type: none"> • 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. <p>Written Assignment: Grit Paper</p> <p>Grit Paper: One Assignment with Multiple Parts = 100 points</p> <p>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.</p> <p>Instructions for Earning Full Credit on the Grit Assignment:</p> <ul style="list-style-type: none"> • 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.

Type	Weight	Topic	Notes
Other Assignments and Activities	100 points		<h2>DISCUSSIONS</h2> <p>Ten Module Assignments @ 10 points each = 100 points</p> <p>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 Canvas.</p> <p>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.</p> <p>Instructions for Earning Full Credit on the Discussions:</p> <ul style="list-style-type: none"> • 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.
Comprehensive Final Exam	200 points		<h2>COMPREHENSIVE FINAL EXAM</h2> <p>One Comprehensive Final Exam = 200 points</p> <p>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).</p> <p>Instructions for Earning Full Credit on the Final Exam:</p> <ul style="list-style-type: none"> • 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. <p>Click SUBMIT QUIZ before the deadline.</p>

Type	Weight	Topic	Notes
Extra Credit	Maximum of 50 points		<p>EXTRA CREDIT</p> <p>Extra Credit opportunities will be provided in Canvas. Some opportunity are posted in Canvas, and others might 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.</p> <p>Start Here Quiz: 10 points Extra Credit</p> <p>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</p> <p>Academic Honesty Statement Quiz: 5 points Extra Credit</p> <p>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</p> <p>Eulogy: 10 points Extra Credit</p> <p>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</p>

Grading Formula

Grade	Range	Notes
A	900+ points	
B	800-899 points	
C	700-799 points	
D	600-699 points	
F	<600 points	

Grade	Range	Notes	
Calculating Your Final Grade		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

* Instructor's Practices and Procedures

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.

Missed Assignments/Make-Up Policy

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 **NOT** include the following:

1. Doctor's appointments for a non-emergency
2. "I didn't have time to study."

A 25% late penalty might 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 **NOT** 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 might 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 might 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):

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>
(<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>)

Attendance Procedures

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

Please practice professional courtesy by addressing me as “Dr. Saenz” (pronounced “signs” as in dollar signs, stop signs, neon signs) in your emails and other communication.

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 Fund of Excellence

The HCC Psychology Department has established a Fund of Excellence with the HCC Foundation. The purpose of this fund is to support the mission of the Psychology Department and HCC Psychology students. The funds supports a range of initiatives to improve the academic success of our Psychology students during their time at HCC, such as assisting students with partial support for the national membership fee for Psi Beta (see above) and other program expenses. Students may request support from the Psychology Fund of Excellence by contacting the Psychology Department Chair, Dr. Karen P. Saenz (karen.saenz@hccs.edu).

Faculty Statement about Student Success

This is a fast-paced, intense course, and 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.

Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class online
- Completing assignments by the deadline

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.

You can DO this!

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Instructional Modalities

This course is Online Anytime (WW)

Fully online, no scheduled meetings

<https://www.hccs.edu/campaigns/college-your-way/online-anytime/> (<https://www.hccs.edu/campaigns/college-your-way/online-anytime/>)

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4

Grade	Grade Interpretation	Grade Points
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook <https://www.hccs.edu/resources-for/current-students/student-handbook/> (<https://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

Link to HCC Academic Integrity Statement

<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/> (<https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/>)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<https://www.hccs.edu/departments/police/campus-carry/> (<https://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 \(https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/\)](https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

(<https://www.hccs.edu/departments/institutional-equity/> (<https://www.hccs.edu/departments/institutional-equity/>))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, 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 <https://www.hccs.edu/support-services/ability-services/> (<https://www.hccs.edu/support-services/ability-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 (<mailto:Institutional.Equity@hccs.edu>)

<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/> (<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/> (<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>)

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 a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

<https://eagleonline.hccs.edu> (<https://eagleonline.hccs.edu>)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: <http://www.hccs.edu/online/> (<http://www.hccs.edu/online/>)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. <https://eagleonline.hccs.edu/login/ldap> (<https://eagleonline.hccs.edu/login/ldap>)

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 making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and 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 \(http://www.hccs.edu/resources-for/current-students/student-handbook/\)](http://www.hccs.edu/resources-for/current-students/student-handbook/)

EGLS3

The EGLS³ ([Evaluation for Greater Learning Student Survey System \(http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/\)](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -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/> (<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>)

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.

Student Resources

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 \(http://www.hccs.edu/resources-for/current-students/tutoring/\)](http://www.hccs.edu/resources-for/current-students/tutoring/) 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> (<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/> (<http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>).

Resources for Students:

<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>
(<https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/>)

Basic Needs Resources:

<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/> (<https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/>)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

Course Calendar

PSYC 2314 Course Calendar 6213, Summer 2021, Second 5-Week Term #11778

Week	Date	Topic What's Due (Post by 11:59 p.m.)
1	Mon. July 12	First Day of Class
1	Wednesday, July 14	DEADLINE <ul style="list-style-type: none"> · "Start Here" Quiz: Score of 100% required to enter Course Modules · Academic Integrity Pledge: Score of 100% required to enter Course Modules
1	Thursday, July 15	DEADLINE Census Day: All students must begin the class by this day or be dropped for never attending
1	Saturday, July 17	DEADLINE Module 1: Basic Concepts and Methods, Chapter 1, pp. 1-19 <ul style="list-style-type: none"> · Discussion 1: Mini Biography · Written Assignment: Reflection 1: Culture and Development
1	Sunday, July 18	DEADLINE Module 2: Theories of Development, Chapter 2, pp. 20-41 <ul style="list-style-type: none"> · Discussion 2: Theories of Development · Written Assignment: Reflection 2: #1 Bronfenbrenner's Bioecological Model

Week	Date	Topic What's Due (Post by 11:59 p.m.)
2	Mon., July 19	EXAM 1: Modules 1 and 2 opens at 12:30 a.m.
2	Tues. July 20	EXAM 1: Modules 1 and 2 closes at 11:59 p.m.

2	Wednesday, July 21	DEADLINE Module 3: Prenatal Development and Birth, Chapter 3, pp. 42-66 <ul style="list-style-type: none"> · Discussion 3: Research on Prenatal Development and Birth · Written Assignment: Reflection 3 #2 Prenatal Development OR #3 Birth
2	Thursday, July 22	DEADLINE Module 4: Infancy, Chapters 4, 5, and 6, pp. 67-126 <ul style="list-style-type: none"> · Discussion 4: Research on Infancy · Written Assignment: Reflection 4 #4 Physical Development, OR #5 Cognitive Development, OR #6 Temperament in Infants
2	Fri. July 23	EXAM 2: Modules 3 and 4 opens at 12:30 a.m.
2	Sat. July 24	EXAM 2: Modules 3 and 4 closes at 11:59 p.m.
2	Sunday, July 25	DEADLINE Module 5: Early Childhood, Chapters 7 and 8, pp. 127-178 <ul style="list-style-type: none"> · Discussion 5: Research on Early Childhood · Written Assignment: Reflection 5: #7 "When I Was a Preschooler . . ." OR #8 Parenting in the Early Childhood Years

Week	Date	Topic What's Due (Post by 11:59 p.m.)
3	Monday, July 26	DEADLINE Module 6: Middle Childhood, Chapters 9 and 10, pp. 179-222 <ul style="list-style-type: none"> · Discussion 6: Research on Middle Adulthood · Written Assignment: Reflection 6 #9 The Influence of Family on Socialization and Development OR #10 Social Competence
3	Tues., July 27	EXAM 3: Modules 5 and 6 opens at 12:30 a.m.
3	Wed., July 28	EXAM 3: Modules 5 and 6 closes at 11:59 p.m.
3	Thursday, July 29	DEADLINE Module 7: Adolescence, Chapters 11 and 12, pp. 223-271 <ul style="list-style-type: none"> · Discussion 7: Research on Adolescence · Written Assignment: Reflection 7: #11 Body Image OR #12 Identity
3	Friday, July 30	DEADLINE Module 8: Early Adulthood, Chapters 13 and 14, pp. 272-318 <ul style="list-style-type: none"> · Discussion 8: Research on Early Adulthood · Written Assignment: Reflection 8 #13 College Experience OR #14 Sternberg's Triangular Theory of Love
3	Sat., July 31	EXAM 4: Modules 7 and 8 opens at 12:30 a.m.

3	Sun., Aug. 1	EXAM 4: Modules 7 and 8 closes at 11:59 p.m.
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Week	Date	Topic What's Due (Post by 11:59 p.m.)
4	Mon. Aug. 2	Last Day to Withdraw for F8B Class (Noon)
4	Monday, August 2	DEADLINE Module 9: Middle Adulthood, Chapters 15 and 16, pp. 319-355 <ul style="list-style-type: none"> · Discussion 9: Research on Middle Adulthood · Written Assignment: Reflection 9: #15 Health Habits OR #16 The "Big Five" Personality Traits
4	Tuesday, August 3	DEADLINE Module 10: Late Adulthood and Death, Dying, and Bereavement, Chapters 17, 18, and 19, pp. 356-419 <ul style="list-style-type: none"> · 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
4	Wed., Aug. 4	EXAM 5: Modules 9 and 10 opens at 12:30 a.m.
4	Thurs. Aug. 5	EXAM 5: Modules 9 and 10 closes at 11:59 p.m.

Week	Date	Topic What's Due (Post by 11:59 p.m.)
5	Sunday, August 8	DEADLINE: WRITTEN ASSIGNMENT: Grit Paper 11:59 p.m.
5	Tuesday, August 10	DEADLINE: Extra Credit Opportunity (10 points) <ul style="list-style-type: none"> · Reflective Journal Entry: #20 Eulogy
5	Thurs., Aug. 12	FINAL EXAM opens at 12:30 a.m.
5	Fri. Aug. 13	FINAL EXAM closes at 11:59 p.m.
5	Sun. Aug. 15	End Summer 2021 Semester

Syllabus Modifications

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

Additional Information

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.

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.

Psychology Fund of Excellence

The HCC Psychology Department has established a Fund of Excellence with the HCC Foundation. The purpose of this fund is to support the mission of the Psychology Department and HCC Psychology students. The funds supports a range of initiatives to

improve the academic success of our Psychology students during their time at HCC, such as assisting students with partial support for the national membership fee for Psi Beta (see above) and other program expenses. Students may request support from the Psychology Fund of Excellence by contacting the Psychology Department Chair, Dr. Karen P. Saenz (karen.saenz@hccs.edu).

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

Dr. Karen Saenz

Karen.Saenz@hccs.edu

713-718-7034