Division of Social and Behavioral Sciences
Department of Psychology

PSYC 2314: Lifespan Growth and Development
39511 Fall, 2017
Stafford Learning Hub, Room 227 | 11:00 am-12:20 pm| M/W
3 hour lecture course / 48 hours per semester/ 16
In-Person

Instructor: Eileen W. Mello
Instructor Contact Information: eileen.mello@hccs.edu
Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu

Office Location and Hours **Before and after class or by appointment**.
Office hours: M/W 7:30 am – 8:00 am; 2:00 pm – 4:00 pm by appointment only

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.

Email Policy
HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here (http://www.hccs.edu/district/students/student-e-maileagle-id/). All students must use their HCC email to correspond with their professors. For more information about HCC Email, go to the Student email website. All student emails will be answered within 24 hours if emailed Monday through Thursday. Emails sent on Friday, Saturday, or Sunday will be answered on Monday. You may also use Canvas Inbox to communicate with me.

Course Description
PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

Prerequisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or 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 HCCS Student Handbook.

Program Student Learning Outcomes (PSLOs) for all PSYC Courses
1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives (CCOs) for all PSYC Core Courses
PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses 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 that pertain to Course Student Learning Outcome #2 above.
- *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 that pertain to Course Student Learning Outcome #4 above.

Course Student Learning Outcomes (CSLOs) for PSYC 2314
Upon completion of PSYC 2314, the student will be able to:
1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
3. Demonstrate knowledge of and explain concepts related to lifespan development.
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentation

Learning Objectives

1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
1. 1.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Define
1.1.1. Developmental psychology
1.1.2. Life-span perspective
1.1.3. Cohort effects
1.2. CORE DOMAIN 2: THE SYSTEMS APPROACH
Define
1.2.1. The ecological-systems approach to the study of human development
1.2.2. Epigenetic systems theory
1.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT
Define
1.3.1 Genes and chromosomes
1.3.2. Dominant and recessive genes
1.3.3. Behavioral genetics
1.3.3. Stages of prenatal development
1.3.4. Teratogens
1.3.5. Prenatal Abnormalities
1.3.6. Preterm and low birth weight
1.3.7. Gerontology
1.3.8. Menopause
1.3.9. Changes in the sense organs during adulthood
1.3.10. Ageism
1.3.11. Gerontology
1.3.12. Stages of dying
1.3.13. Grief and bereavement
1.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT
Define
1.4.1 Learning theory
1.4.2 Piaget's theory of cognitive development
1.4.3 Vygotsky's theory of cognitive development
1.4.4 Characteristics of good schools
1.5 CORE DOMAIN 5: : PSYCHOSOCIAL DEVELOPMENT
Define
1.5.1. Freud's Psychosexual theory
1.5.2. Erikson's Psychosexual theory
1.5.3. Kinkeeper
1.5.4. Activities of daily life
1.5.5. Respite care
1.5.6. Hospice
1.5.7. Palliative care
1.5.8. Living will
2. Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
1. 2.1 CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Define and identify
2.1.1. Cross-sectional research method
2.1.2. Longitudinal research method
2.1.3. The basic steps of the scientific method
2.1.4. Surveys and case studies, noting at least one advantage (or strength) and one disadvantage (or weakness) of each
2.1.5. Scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness)

2.1.6. The components of an experiment, and discuss the main advantage of this research method

2.1.7. Some of the ethical issues involved in conducting research with humans

3. Demonstrate knowledge of and explain concepts related to lifespan development.

1. 3.1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY

Explain

3.1.1. Differences among the major theoretical perspectives in lifespan psychology.

3.2. CORE DOMAIN 2: THE ECOLOGICAL-SYSTEMS APPROACH

Describe

3.2.1. The ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop.

3.3. CORE DOMAIN 3: BIOSOCIAL DEVELOPMENT

Explain

3.3.1. Nature / nurture controversy

3.3.2. Process of reproduction

3.3.3. Multiple births

3.3.4. Genetics research

3.3.5. Genetic counseling

3.3.6. Brain development

3.3.7. SIDS

3.3.8. Role of nutrition, including breastfeeding

3.3.9. Role of exercise and its effects on preventing obesity

3.3.10. Eating disorders

3.3.11. Role of hormones in development during adolescence

3.3.12. Puberty

3.3.13. Changes in body image during adolescence

3.3.14. Sexual behavior including STD's and decisions

3.3.15. Teen pregnancy

3.3.16. Factors that contribute to drug use and addiction

3.3.17. Primary and secondary aging

3.3.18. Osteoporosis

3.3.19. Hormone replacement therapy (HRT)

3.3.20. Variables affecting life expectancy

3.3.21. Theories of aging

3.3.22. Euthanasia and assisted suicide

3.4. CORE DOMAIN 4: COGNITIVE DEVELOPMENT

Explain

3.4.1. Sensorimotor intelligence, including object permanence

3.4.2. Preoperation thought

3.4.3 Concrete operations

3.4.4 Formal operational thinking

3.4.5. Vygotsky's theory

3.4.6. Theories of language development

3.4.7. Bilingualism and second language learners

3.4.8. School related testing

3.4.9. Mental retardation

3.4.10. Learning disabilities and ADHD

3.4.11. Metacognition and selective attention

3.4.12. Information Processing theory

3.4.13. Moral development

3.4.14. Characteristics of good schools

3.4.15. Working outside of school and its effects

3.4.16. Senescence

3.4.17. Psychological impact of attending college

3.4.18. Postformal thought

3.4.19. Fluid and crystallized intelligence and how each is affected by age

3.4.20. Gardner's view of multiple intelligences

3.4.21. Dementia and Alzheimer's disease
3.4.22. Wisdom
3.5 CORE DOMAIN 5: PSYCHOSOCIAL DEVELOPMENT
Explain
3.5.1. Temperament
3.5.2. Attachment, including secure and insecure and the strange situation
3.5.3. Prosocial and antisocial behavior
3.5.3. Child care concerns
3.5.4 Parenting styles
3.5.5 Cross-cultural parenting
3.5.6 Disciplining children
3.5.7 effects of media
3.5.8 Gender development theories
3.5.9 Identity vs. role confusion
3.5.10 Depression and suicide
3.5.11 Challenges of adolescence
3.5.12 Role of work in adult development
3.5.13 Intimacy vs. isolation
3.5.14 Generativity vs. stagnation
3.5.15 Integrity vs. despair
3.5.16 Social clock
3.5.17. Marital success
3.5.18. Divorce
3.5.19. Work and family issues in dual-income families, including role overload and role buffering
3.5.20. Role of work in adult development
3.5.21. Midlife crisis
3.5.22. Sandwich generation
3.5.23. partner abuse
3.5.24. violent behavior of males
3.5.25. Activity theory vs. disengagement theory
4. Apply lifespan psychological concepts to the solutions of current issues and problems, such as, ethics, parenting, discipline, divorce, midlife crisis, dual-income families, aging and /or evaluation of presentations.
1. CORE DOMAIN 1: THE SCIENCE OF LIFESPAN PSYCHOLOGY
Students will interpret
4.1.1. Psychological research on the basis of ethical standards.
4.2. CORE DOMAIN 2: BIOSOCIAL DEVELOPMENT
Students will apply
4.2.1. Principles of Lifespan Psychology to relate to problems of biosocial development, such as, factors that contribute to drug use and addiction
4.3. CORE DOMAIN 3: COGNITIVE DEVELOPMENT
Students will apply
4.3.1. Postformal thought to address the problem of a moral dilemma, such as, cheating in schools
4.4. CORE DOMAIN 4: PSYCHOSOCIAL DEVELOPMENT
Students will apply
4.4.1. Principles of Lifespan Psychology to interpreting social problems (including rejection, peer pressure & bullying)

Instructional Methods

Success in the Course
As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class,

completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Eagle Online Canvas Learning Management System

This section of PSYC 2314 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. PowerPoint Lecture notes, your syllabus, written assignment rubric, and additional information will be posted on Eagle Online Canvas. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST USE FIREFOX OR CHROME AS YOUR** BROWSER. For a free download of Firefox for free, go to http://www.mozilla.org/en-US/firefox/new/

Instructional Materials

Berger, K. S. (2014) *Developing Person through the Lifespan*. Ninth Edition. Macmillan Education: New York, NY. ISBN-10: 1464177538 ISBN-13: 978146417753

Temporary Free Access to E-Book

Follow these steps to get free access to a digital version of the text for twenty-one days:
- Visit http://www.macmillanhighered.com/launchpad/bergerls9e/3709127
- Click "I need to pay later."
- Enter your email address.
- Agree to terms.
- Follow the on-screen instructions to complete the registration process

LaunchPad

We will not be using Launch Pad.

Exams and Assignments

Exams

4 multiple-choice exams, approximately 50 to 70 questions each. The lowest grade will be dropped.

Written Assignment
Journal Article Summary

The purpose of this paper is for you to spend time examining information in the field of developmental psychology. You are to choose an interesting and applicable journal article and write at least a two-page summary of the article. A journal article is required.
Check https://scholar.google.com/ and http://www.apa.org/pubs/databases/psycinfo/ for articles.

In this summary, you are to answer the following questions. USE EACH QUESTION AS A HEADING FOR YOUR ANSWER.

1. Why did you choose this article?
2. What is the article about?
3. How is this article relevant to Lifespan Growth and Development?
4. What did you learn that is meaningful to you?

Specifics of the Written Assignment:
- Paper is to be at least two pages plus the cover page. No handwritten summaries will be accepted.
- Use 1 inch margins all around.
- Use 12 pt. font.
- Cover page must be included and contain your name, class, title of paper
- Staple your article to your paper. No paper will be accepted without the article.
- Use paragraph breaks, proper grammar, correct spelling, and a formal writing style.
- Use each of the above questions as a heading.
- All written assignments must be typed and checked for grammatical, syntax, and spelling errors.
- In order to avoid a zero for this assignment, make sure that no portion of your summary is plagiarized and that all instructions are followed.

- Here is a Web site that will help you write a summary and avoid plagiarism:
  https://owl.english.purdue.edu/owl/resource/930/02/

In-Class Activities

Student participation in classroom discussions is expected.

Final Exam

Comprehensive Final Exam
The final exam grade will NOT be dropped.

Extra-Credit
- **Up to 14 points will be added to a test grade.**
- **Join Psi Kappa-the Psychology Club at Houston Community College.**
- **To earn full credit throughout the semester, participate fully in all meetings and events (i.e., being an active member of the club, participating fully in the decision-making process, demonstrating dedication to the Club, working to make sure the Club accomplishes all of its goals, participating in all Club activities).**
- **The Psychology Club will meet once a month (one general meeting and one officer meeting per month) and will participate in four events this semester.**
- **Partial credit may be earned by providing assistance for the club and its events, and attending and participating in some meetings and/or events. Psi Kappa Officers must attend all meetings and events.**

Grading Formula

Exams	There are 4 multiple choice exams Each exam is worth 20% for a total of 60% of your course grade (The lowest grade out of the four multiple choice exams will be dropped)
Written Assignment	20% of your grade
Final Exam	20% of your grade

Grade	Total Points
A	90 +
B	80-89
C	70-79

D	60-69
F	<60

HCC Grading Scale

A	100-90	4 points per semester
B	89-80	3 points per semester
C	79-70	2 points per semester
D	69-60	1 point per semester
F	<60	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP (In Progress)		0 points per semester
W (Withdrawn		0 points per semester
I (Incomplete)		0 points per semester
AUD (Audit)		0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Makeup Policy
Plan to take all exams. THERE ARE NO MAKE-UP EXAMS PROVIDED, with the exception of very drastic circumstances or emergencies when documentation is provided (e.g., a doctor's note). MISSED EXAMS ARE THE ONES THAT ARE DROPPED, OR RECEIVE A "0". The final exam and the written assignment grades will NOT be dropped. A makeup exam is not a retake. That is, makeup exams are only allowed for missed exams.

Incomplete Grades
In order to receive a grade of Incomplete ("I"), you must have completed at least 85% if the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

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

Course Calendar

Week	Dates	Topic/What's due
1	Mon 8/28/17	Syllalbus, Chapter 1
	Wed 8/30/17	Chapter 1
2	Mon 9/4/17	**LABOR DAY-NO CLASS**
	Wed 9/6/17	Chapters 2, 3.
3	Mon 9/11/17	Chapter 4
	Wed 9/13/17	Chapter 5
4	Mon 9/18/17	Chapters 6, 7
	Wed 9/20/17	**EXAM 1: Chapters 1 – 7**
5	Mon 9/25/17	Chapters 8, 9
	Wed 9/27/17	Chapter 10
6	Mon 10/2/17	Chapter 11
	Wed 10/4/17	Chapter 12
7	Mon 10/9/17	Chapter 13
	Wed 10/11/17	**EXAM 2: Chapters 8 – 13**
8	Mon 10/16/17	Chapter 14
	Wed 10/18/17	Chapter 15
9	Mon 10/23/17	Chapter 16
	Wed 10/2517	Chapter 17
10	Mon 10/30/17	Chapters 18
	Wed. 11/1/17	Chapter 19 (NOVEMBER 3 – LAST DAY TO WITHDRAW)
11	Mon 11/6/17	**EXAM 3: Chapters 14 – 19**
	Wed 11/8/17	Chapter 20
12	Mon 11/1317	Chapters 20, 21 **WRITTEN ASSIGNMENT DUE**
	Wed 11/15/17	Chapter 21
13	Mon 11/20/17	Chapter 22
	Wed 11/22/17	Chapter 23
14	Mon 11/27/17	Chapter 24
	Wed 11/29/17	Chapter 25
15	Mon 12/4/17	Chapter Epilogue
	Wed 12/6/17	**EXAM 4: Chapters 20 - Epilogue**
16	Mon 12/11/17	**COMPREHENSIVE FINAL EXAM**
	Wed12/13/17	

Instructor and Student Responsibilities

<u>As your Instructor, it is my responsibility to</u>**:**
- 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

<u>To be successful in this class, it is the student's responsibility to</u>**:**
- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the <u>HCCS Student Handbook</u>

Attendance
You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment ("Census Day"). In addition, instructors may drop students who miss six hours of class time.

Withdrawal
If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

Classroom Conduct
I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

Student Organizations

<u>Psi Kappa</u>
All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes,

interact with PSYC faculty, and learn leadership skills. For more information, visit the Psi Kappa page on the HCC Learning Web or the Psi Kappa Facebook page.

Psi Beta
HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the Psi Beta website. For information about the HCC chapter, visit the Psi Beta page on the HCC Learning Web.

Psychology Achievers Scholarship
To be eligible for the $125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the HCC Foundation scholarship website.

Tutoring
Visit this page to find out about HCC tutoring services.

HCCS Student Policies
All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at http://central.hccs.edu/students/student-handbook/

Students with Disabilities
Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Services Information

HCCS.EDU
http://central.hccs.edu/students/disability-services/

Central College
713.718.6164
Coleman College

713-718-7376
Northeast College
713-718-8322
Northwest College
713-718-5422
713-718-5408
Southeast College
713-718-7144
Southwest College
713-718-5910
Adaptive Equipment/Assistive Technology
713-718-6629
713-718-5604
Interpreting and CART services
713-718-6333

EGLS₃ Evaluation for Greater Learning Student Survey System
The EGLS3 (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. EGLS3 surveys are only available for the Fall and Spring semesters. There are no EGLS3 surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity
Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.