



Psychology
Southwest College

PSYC 2314 – Human Growth and Development: Lifespan
CRN 81389 – Spring 2012 Semester
3-Hour Lecture/ 48 hours per semester/ Term (16 of weeks)

Instructor: Robert Morecook PhD

Instructor Contact Information: 281-265-8060 between 8 am and 10 pm
Email is Robert.Morecook@hccs.edu
Put **STUDENT** on subject line

Office location and hours Same building as class meets
Before and after class in classroom or by appointment

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

PSYC 2301 or Department Approval; Must be placed into college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy notice that follows.

Course Goals

PSYC2314 is a scientific study of how and why people change [develop] over time as the result of maturation – and the influence of heredity and the environment.

Student Learning Outcomes

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 presentations.

Learning objectives [but NOT in the correct order for studying for tests!]

OBJECTIVES FOR SLO #1: Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.

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 system's 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

OBJECTIVES FOR SLO#2: Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.

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

OBJECTIVE FOR SLO#3: Demonstrate knowledge of and explain concepts related to lifespan development.

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 it's 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 it's 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

OBJECTIVES FOR SLO#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.

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)

CALENDAR

The Calendar is a separate file on my learning web page.

Instructional Methods

Lecture, Text, Tests

Student Assignments

Students should read assignments, attend lectures, prepare for and succeed at tests.

Assessments

There will be four tests and a final examination. Each test covers 5 chapters. The final exam covers the entirety of the course. Details are below under “grading”.

Instructional Materials

Text

Berger, Kathleen (2010) *Invitation to the Lifespan*. New York: Worth Publishers.

Student Supplements [Required]

Objectives for each chapter. You will find a link to them on the instructor’s Learning Web page. Essay questions and multiple choice questions are related to these.

HCC Policy Statement - ADA

Services to Students with Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. The ADA counselor at Northwest College is Mahnaz Kolaini (713-718-5422). [Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910](#)

HCC Policy Statement: Academic Honesty

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

Cheating on a test includes:

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

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

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course;

please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

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

If you plan on withdrawing from your class, you must withdraw yourself. This must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. (**Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines.) If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. **MY POLICY IS THAT IF YOU WISH TO WITHDRAW YOU MUST WITHDRAW YOURSELF OR SEE A COUNSELOR. DR MORECOOK WILL NOT WITHDRAW YOU FROM THE COURSE.**

Repeat Course Fee

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

International Students

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted the withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this

responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices to record the lecture is permitted. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Grading

EXAMS: There will be three exams given in the course, plus the final exam [which covers the entire semester]. Each is worth 25% of your final average. Exams will contain 40 to 50 multiple-choice questions based on the objectives. Each exam will also contain two 10-point essay questions based on the chapter objectives. You must use good grammar and sentences. You may use one 3x5 card with notes during an exam. I will replace your lowest test with your final exam if you have no absences from

the regular tests and if it improves your average. The Final Exam is all multiple choice and covers the entire course.

OBJECTIVES ON THE INSTRUCTOR'S LEARNING WEB PAGE Essay questions on tests come directly from these objectives. Multiple choice questions are keyed to these objectives at least 90% of the time. Students are responsible for ALL objectives, even if they have not been covered during class lecture.

MAKE UP TESTS -- READ ME CAREFULLY – There are no make up tests in the course. If you miss a test or tests the missed test scores will be replaced with your final exam score. [Exception – makeup tests are available in case of religious holidays – note from your religious leader is required.]

EXTRA CREDIT – USE AS MANY OF THESE AS YOU LIKE

Method One – Attendance

If you have perfect attendance beginning the second week of class through the end of the course I will add three points to your final course average. If you miss only once, I will add two points to your final course average. If you miss twice, I will add one point. There are no excused absences regarding extra credit. If you arrive late to class you are considered present – some come and attend even if you are late. If you come late, you must see me after class that same day for me to correct my roll – not another [later] day. A late arrival or early departure from class counts as 1/3rd of an absence for extra credit purposes.

Method Two - Due at the start of Each Regular Test and the Final Exam

Internet Assignment: Locate one, two or three psychology related articles from sites on the Internet and TYPE a 200 word summary or critique of what you found before EACH test. Dr. Morecook has a convenient link on his home page to late breaking psychology news. Turn your paper in ALONG WITH a paper print out of the internet article you are writing about. Use good grammar and writing skills. For each 'successful' paper [good expression – content and grammar] I will add one point to that test grade. You can add 3 points to EACH TEST this way [one point for each of 3 papers]. Ask for Internet help in the computer lab or library if necessary. DO NOT SIMPLY COPY what you find on the Internet – that is plagiarism and will result in your losing ALL extra credit points on that test and any upcoming tests also.

HCCS Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

SEXUAL HARRASSMENT

It is a violation of HCC policy for an employee, agent, or student of the College to engage in sexual **harassment** as defined in the Equal Employment Opportunity Commission (EEOC) guidelines. Any student who has a complaint concerning this policy has the opportunity to seek resolution of such a complaint in accordance with procedures set forth in the Student Handbook. Report any complaints immediately to College Administration or call the Institutional Equity & Compliance Office 713.718.8271