



**Division of Psychology, Sociology and Anthropology  
NORTHWEST COLLEGE**

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**PSYC 2314 – Human Growth and Development: Lifespan**

CRN 27912 – Second Start, Fall 2012

Alief-Hayes Campus, Rm B.111 | 9am - 1pm | Saturdays  
4-Hour Lecture/ 48 hours per semester/ Term (12 weeks)

**Instructor:** Dr. Roman Austria Alvarez, LPC-S, LMFT, LSOTP, NCC, ACS, FAPA, MTAPA

**Instructor Contact Information:** (832) 865 – 7381 or [roman.alvarez@hccs.edu](mailto:roman.alvarez@hccs.edu)

**Office location and hours**

**Alief-Hayes, Room B.111: Saturdays, 8:00am-9am & 1pm-130pm**

*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 to discuss course topics. Feel free to call or e-mail me to schedule your appointment with me.*

**Course Description**

PSYC 2314, Human Growth & Development-Lifespan course -- also known as Developmental Psychology -- is 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 or remain the same over time.

## 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

**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 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. Preoperational 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. Post formal 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)

**COURSE CALENDAR – SCHEDULE (2<sup>nd</sup> Start, Fall 2012 Sem)**  
**WITH DUE DATES FOR ASSIGNMENTS AND TESTING**

<b>Week</b>	<b>Date</b>	<b>Activity or Material to be Covered</b>
1	Sep 22	Intro to Course: Syllabus; Ch 1- Science of Development <i>In-class group work / class participation (10 points)</i>
2	Sep 29	Ch 2- Genes & Prenatal Dev't; Ch 3- 1 <sup>st</sup> 2 years (Body & Brain) <i>In-class group work / class participation (10 points)</i>
3	Oct 06	Ch 4-1 <sup>st</sup> 2 yrs (Pysocial Dev't); Ch 5-Early Childhood (Body & Mind) <i>In-class group work / class participation (10 points)</i>
4	<b>Oct 13</b>	<b>TEST 1-Chapters 1, 2, 3 &amp; 4 (100 points)</b> Ch 6- Early Childhood (Psychosocial Dev't) <i>In-class group work / class participation (15 points)</i>
5	Oct 20	Ch 7 & 8 - Middle Childhood (Body & Mind) & (Psychosocial Dev't); Ch 9- Adolescence (Body & Mind) <i>In-class group work / class participation (10 points)</i>
6	Oct 27	Ch 10- Adolescence (Psychosocial Dev't) Ch 11- Emerging Adulthood (Body, Mind & Social World) <i>In-class group work /class participation (10 points)</i> <b><u>Turn-in hard copy of Research Article to Professor</u></b>
7	<b>Oct 03</b>	<b>TEST 2-Chapters 5, 6, 7, 8, 9, &amp; 10 (100 points)</b> Ch 12- Adulthood (Body & Mind) <i>In-class group work /class participation (15 points)</i>  Nov 12, 2012, Monday,4:30pm: <u>Last Day for Administrative / Student Withdrawals</u>
8	Nov 10	Ch 13- Adulthood (Psychosocial Dev't) Ch 14- Late Adulthood (Body & Mind) <i>In-class group work / class participation (10 points)</i>
9	Nov 17	Ch 15- Late Adulthood (Psychosocial Dev't); Epilogue – Death & Dying; <i>In-class group work / class participation (10 points)</i>
10	Nov 24	<b>THANKSGIVING HOLIDAY</b>
11	<b>Dec 01</b>	<b>TEST 3-Chapters 11, 12, 13, 14, 15 &amp; Epilogue (100 points)</b> <b><u>Turn-in Written Individual Research Assignment (100 points);</u></b> <b><u>Deadline date to turn-in Extra Credit:</u></b> REVIEW FOR FINAL EXAM
12	<b>Dec 08</b> May 12	<b>FINALS (100 points)</b> Graduation; Letter Grade will available on-line, Dec 17, 2012, 12pm

***This schedule is subject to change. Your Professor reserves the right to change the schedule. All test dates are approximately planned and is subject to change. The actual test dates will be announced in class at least one week in advance.***

## Instructional Methods

PSYC 2314 is an introduction to the basic concepts in lifespan psychology. As an instructor, I will present course materials in an organized and systematic way. I will explain the concepts and theories by relating to real-life examples. For each chapter, I will prepare handouts to cover for the important concepts and procedures. For each test, you will be given a detailed test review as your study guide. The test review will list the important terms or concepts to study as well as the end-of-the chapter and website problems to do.

Throughout the semester, I will work with you by providing you feedback on the drafts of your project, if you complete them before the due dates. Upon completion of the course, I hope that you will (a) gain understanding of the basic terminology of lifespan psychology, (b) use critical thinking and writing skills regarding cutting edge research from epigenetics through end of life care and (c) an increase your appreciation for all kinds of diversity as studied in lifespan psychology. In addition, I hope that you become a more informed and critical reader of information relating to the lifespan presented in the popular media or professional journals.

## Student Assignments

The instructor will prepare lectures, demonstrations, and learning exercises to cover each topic listed on the schedule. The lectures will cover most of the textbook material on which you will be tested. Read the assigned chapters before coming to class. Prepare questions to ask during the lecture. You are encouraged to share examples, to give opinions, and to make comments appropriate and relevant to the class discussion.

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in understanding and navigating the world of Developmental Psychology. Students will be required to successfully complete the following:

## Assessments

**Three Tests** will be administered and may be multiple-choice, true or false, fill-in-the blank, matching type, and/or short essay. There will be **no make-up exams**; however, one test grade will be dropped. (If you have taken all of the three tests, then your lowest test score will be dropped. **Best two of three tests account for 200 points of your final grade.** If you have missed a test, then that one test will be dropped. Since only one missed test will be dropped, please be careful not to miss more than one test. A test or quiz that involves cheating will not be dropped.

The **Final Exam**, accounting for **100 points** of your final grade, will be multiple-choice and is comprehensive. ***Students with at least 94 points on all three tests (Tests 1, 2, and 3) will be exempt from taking the Final Exam.*** Otherwise, you are required to take the Final exam. Study **Core Concepts**  
<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/PSYC2314/concepts>  
to prepare for Final Exam.

Rules for testing in this classroom will be strictly followed. No deviation will be allowed. You will need to bring your own scantrons (purchased at the HCCS bookstores) for tests and quizzes. **Turn in 5 scantrons to me by the end of the 2<sup>nd</sup> week, with no name on them.**

**Attendance** will be checked; **Individual Class Participation** and/or **In-class Group Work** will be given and recorded every class. In-class group work is open notes and open textbook. Do be on time for class to avoid missing them or having inadequate time for them. Individual class participation and/or group work may include, but are not limited to: active student engagement exercises; brief quizzes requiring short answers; and/or class interaction. You cannot make up for missed class participation and/or group work since both are based on your attendance. Attendance, Class Participation and/or In-class Group Work make up **100 points** of your final grade.

**Written Review of a Research Article (100pts):** Each student will complete a 3-5 page written review of a research article on an instructor approved topic germane to Human Growth & Development. **A research article has METHODS.**

A **Review** consists of summarizing the literature, research methods, research findings, research discussion and implications; it also includes critiquing the research methods, research findings, research discussion and implications. Ask your professor for approval of your chosen research topic before you proceed. **You may also research topics mentioned or covered in the textbook.**

The Review must be *typed, double-spaced, 12pt. font size, in APA format*, with *APA reference*, and contain **references from a research article recently published** (i.e. within the last 4 years) in professional journals. **A research article has METHODS.**

To secure a research article in human growth & development, visit HCC on-line library at: <http://library.hccs.edu/articles/subject/psych.php>

For information on APA style of editorial writing, please visit <http://www.apastyle.org/> or <http://owl.english.purdue.edu/owl/resource/560/01/>

This review of a research article is intended to help you become a critical consumer of research information in the field of Human Growth & Development-Lifespan. Choose one research article in Human Growth & Development which grabs your attention and interest, then write your summary, impressions, and critique of the article.

***In your Review (i.e., summary, impressions and critique) of the research article, you are to tackle the following questions / tasks\*\*\*:***

1. Introduction of your research paper. In your intro, include what made you choose the article... and what about it grabs your interest or attention. Introduce the purpose and implication(s) of your selected research article. Then summarize the review of literature (i.e., literature review found in the research article you're reviewing). Summarize and organize your thoughts



and arguments together so that your review/report flows well and makes sense.

2. Summarize the contents written under Methods and explain or describe what the research article is about, and its relevance to Developmental Psychology. **You must: identify the research design, describe how the subjects were selected, discern if randomization of subjects was done, identify the independent and dependent variables (if any), statistical analysis (if present), and elucidate the research findings, conclusion(s) and discussion of the research study you're reviewing.**
3. Is the research article's information practical or useful in understanding human growth and development? Describe and explain how the research article's information might or might not be practical and/or useful for you and others.
4. What is so significant about the article that it's worth paying attention to? Describe and explain what you learned that is/are meaningful to you as a nursing major, psychology major, education major, etc.?
5. Critique the source, research methods & findings, research discussion, implications, and the quality of the research article. Who are the authors and what do they represent? What is the source about? Capture any hidden agenda (e.g., political, personal, etc.) or any glaring, implied or concealed bias(es) of the author(s) or the source(s).
6. A cover page must be included and contain the following information: title of the research paper being reviewed and its authors, your name, course and class section, class day and time, professor's name, and date submitted. Don't forget to include proper pagination on each page. Last page must have the Reference/Bibliography using APA style.
7. You must turn in a hard copy of the research article (published within the last 4 years) you've reviewed.

**Extra Credit up to 50 points maximum** directly added to your final grade can be awarded through: participation as a subject in actual research project in the medical center, colleges or universities; volunteer projects; psychology seminars; or other approved scholarly activities. **You must have instructor approval in advance and must turn in proof or documentation of attendance signed by the coordinator of the activity** in order to receive extra credit. ***You may be awarded extra credit only if you have no more than 9 hrs of absences (excused or unexcused absences).*** Professor reserves the right not award or take back extra credit if student's behavior proves to be disrespectful, disruptive, and/or in violation of HCC's student policies and procedures. Examples of activities for extra credit award are:

- Attendance in HCC-sponsored social science or other discipline seminars [5 points per every hour of attendance. Must turn in *proof of attendance and 1-page handwritten summary of what you learned from each seminar. Explain how the information is relevant to Developmental Psychology.*
- Attendance at the Holocaust Museum Guided Tour and 2-page handwritten psychological essay on the student's experience of the Guided Tour's stories and images (up to 50 points max). Explain how the information from the Holocaust

Museum and your experience of the stories and images from the Holocaust are relevant to Developmental Psychology. **Must turn in hard copy of proof of tour attendance signed by Holocaust Museum staff (No Proof, No Extra Credit!).**

- Current personal counseling from a Licensed Therapist and 2-page confidential handwritten psychological essay on what the student learned about him/herself in therapy (5 points per therapy session; up to 50 points max). Explain how your therapy is helping you discern your growth and development as a human being. Must turn in *proof of attendance from Therapist*.
- Participation as a subject in an actual research project in the medical center, a university or college, and 2-page typewritten report on what the student learned from the research (up to 50 points max). Explain how the research you actively participated in as a subject is relevant to Developmental Psychology. Must turn in *proof of research participation from the Research Investigator / Research Coordinator (No Proof, No Extra Credit)*.
- Participation in HCC Service Learning Project and 2-page typewritten report on what the student learned from the Service Learning project (up to 50 points max). Explain how your participation in and what you learned from the HCC Service Learning Project are relevant to Developmental Psychology. Must turn in *proof of HCC Service Learning Project participation*. For information on HCC Service Learning Project, please visit: <http://www.hccs.edu/hccs/faculty-staff/faculty-administrative-support/service-learning>

### **Instructional Materials**

Students must purchase the Required **Textbook**:

Berger, K.S. (2010). *Invitation to the Lifespan* (1<sup>st</sup> ed.). New York: Worth Publishing Company.

### **Student Supplemental Handbook**

*The Study Guide* by Richard O. Straub can be purchased but is not required for this course, since the textbook web site below is very thorough.

**TEXTBOOK WEB SITE:** (Free):

[http://bcs.worthpublishers.com/bergerinvitels1e/default.asp#t\\_520253](http://bcs.worthpublishers.com/bergerinvitels1e/default.asp#t_520253)

Tools include interactive flashcards in both English and Spanish; a Spanish-language glossary; quizzes; Internet exercises and case studies; and Frequently Asked Questions about Development.

### **PSYCH 2314 Core Concepts**

<http://learning.hccs.edu/faculty/joanne.hsu/psycresources/PSYC2314/concepts>

### **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 Dr. LaRonda Ashford (713-718-5422).**

## **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 Advisors 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 may withdraw yourself online (except for flex entry classes). 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 Advisor to determine class withdrawal deadlines.)

In this class, I prefer you to take the responsibility to withdraw yourself or contact an Advisor to help you withdraw. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade. It is your responsibility to withdraw from your class.**

### **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 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, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

### **Instructor Requirements**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments

- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

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

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

### **GRADING**

As your instructor, I will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. I welcome you to have a dialogue with me on what you discover and I may be able to assist you in finding resources on campus that will improve your academic performance.

***GRADING POLICY*** *Your final course grade will be based on the following formula:*

3 TESTS, 100 points each test (200 points after dropping the lowest test grade or dropping 1 missed test)	200 points
Final Exam	100 points
Attendance, Class Participation and/or In-class Group Work	100 points
Written Research Review-Individual Project (Research)	100 points
<b>TOTAL</b>	<b>500 points</b>

*The final score (points), resulting from the sum of the above components will be converted into letter grades based on the following scale:*

500-450= **A**    449-400 = **B**    399-350 = **C**    349-300 = **D**    299 and below = **F**

### **EGLS3 – Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **Bacterial Meningitis vaccination required for HCC students**

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. The immunization must be administered at least 10 calendar days before the start date of your classes and must have been received within the last five years.

For more information about Bacterial Meningitis, please visit:

<http://www.hccs.edu/hccs/future-students/applying/new-meningitis-vaccination-requirement>

## CRITERIA FOR GRADING WRITTEN RESEARCH REVIEW

Your research review must be:

1. **Thorough**: follow guidelines; include all requirements and tackle each above-mentioned question / task\*\*\* (see triple asterisks above, pp 7-8). (50 pts)
2. **Accurate**: your paper must correctly reflect the material about which you are writing. Turn-in a hard copy of the research article (published within the last 4 years) you're reviewing. (10 pts). Must have accurate references and bibliography - APA style (5 pts).
3. **Coherent, organized, and readable**: your writing should be clear and easy to understand (5 pts). **Make your report interesting and informative** (5 pts). Follow APA style of writing.
4. **Concise and succinct**: be direct to the point and stay within page limit (3-5 pages, double spaced, 12 pt. font, APA format. (10 pts).
5. **Grammatically and syntactically correct**: use correct grammar, punctuation, spelling and appropriate paragraph breaks. **Gender inclusive**: use both male & female pronouns as deemed appropriate. (10 pts).
6. **Turn-in your work on time**. Must have cover page with the following information: title of the research article and name its author(s), your name, course and class section, class day and time, professor's name, and date submitted. Proper pagination on each page. Last page must have the Reference/Bibliography using APA style. (5 pts)
7. **Do not PLAGIARIZE** (You will receive a grade of zero for this project if you do!).

CRITERIA	POINTS	POINTS EARNED
Thoroughness ***	(50 points)	_____
Accuracy	(15 pts)	_____
Coherence, organization & readability Interesting / informative	(10 pts)	_____
Concise & succinct / within page limit	(10 pts)	_____
Grammar / syntax / gender inclusive	(10 pts)	_____
Submitted on time / with cover page	(5 pts)	_____
<b><u>TOTAL</u></b>	(100 pts)	_____