PSYC 2314 Lifespan Growth & Development | Lecture | Enter 12849
Summer 2020 | Second 5 Weeks
HCC Online
3 Credit Hours | 48 hours per semester

Instructor Contact Information
Instructor: Saundra Boyd, Ph.D. Office Phone: 713-718-6244
Office: WEBEX Meeting online Office Hours: Noon-9 pm
HCC Email: Saundra.boyd@hccs.edu Office Location: Online only

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

Instructor’s Preferred Method of Contact
Communicate with me using Canvas Online Inbox e-mail. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. If you feel the need for face to face meetings, ask me to schedule a WebEx meeting online.

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?” When is the best time of the month to get pregnant? How a one celled zygote differentiates and grows into a baby during the nine-month 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 others along the way?

My Personal Welcome
As we cope with the world-wide Covid-19 pandemic, we are facing new challenges and stressors. How do we choose which options to follow given sometimes conflicting ideas? Masks? Non-mask wearers? Which social norms should we choose and why?
How can we assure quality developmental experiences for our children with day care and schools operating on restricted schedules? What can we learn about teaching at home and online? How are we balancing interactions with our vulnerable senior family members? My hope is that this class will offer some practical information along with covering the objectives for the course.

Feel free to discuss these issues in our weekly discussions, where we will work on resilience.

**Prerequisites and/or Co-Requisites**

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

**Canvas Learning Management System**

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

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

**HCC Online Information and Policies**

I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about using Canvas. Here is the link to HCC Online: [http://www.hccs.edu/online/](http://www.hccs.edu/online/).

**Scoring Rubrics, Assignment Instructions, etc.**

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

**Instructional Materials**

**Textbook Information**

The textbook listed below is **required** for this course. *The Developing Person through the Lifespan* (10th edition) by Kathleen Berger (Macmillan).

A package that contains the text as well as an access code (ISBN: 978131911533) may be purchased through the **HCC Bookstore’s website**.

Readings in Lifespan Development and Resilience available as full text in HCC Libraries—for more information see below.
Temporary Free Access to E-Book

Students can get free access to a digital version of the textbook for a limited period of time. Here’s how to get access. I do not require that you use LaunchPad but it provides free 3-book use for a week. Click link in top Module of Canvas course for activating temporary free access to the e-book.

Other Instructional Resources

Courseware
“Courseware” is a premium website that includes practice quizzes, videos, and other useful study tools. The digital workbook that accompanies the required text in this class is LaunchPad. Because so many students have difficulties with the technology, I will not require that you use LaunchPad; however, it has excellent study and learning tools.

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

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at http://library.hccs.edu.

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

Course Overview

PSYC 2314 is a 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.)

Core Curriculum Objectives (CCOs)

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

• **Critical Thinking**: Students will demonstrate the ability to engage in inquiry and
analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.

- **Communication Skills**: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.

- **Quantitative and Empirical Literacy**: Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

- **Social Responsibility**: Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

**Program Student Learning Outcomes (PSLOs)**

Can be found at:
[http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/](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

- Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives.
- Define and identify the basic research and evaluation methods used in lifespan psychology, including the strengths and weaknesses of each method.
- Demonstrate knowledge of and explain concepts related to lifespan development.
- 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**

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

**Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.
Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:
• Provide the grading scale and detailed grading formula explaining how student grades are to be derived
• Facilitate an effective learning environment through learner-centered instructional techniques
• Provide a description of any special projects or assignments
• Inform students of policies such as attendance, withdrawal, tardiness, and make 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

Assignments, Exams, and Activities

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

Written Assignment(s)

Written assignments are required in all HCC courses. This is the opportunity to assess your Core Curriculum Objectives: critical thinking, communication skills and social responsibility. You will be asked to make a presentation about how you can apply what you are learning in this course to your lives in the real world. One option will be to create a PowerPoint with which you teach ten course learning objectives to a specific audience for a specific purpose. But this is your opportunity to be creative: create a video of an interview with a senior about their life experience, perhaps regarding critical social issues. 150 points

Exams

We will be covering multiple stages of life each week and will have exams weekly. There will be a comprehensive final exam. All exams will be based on the learning objectives listed in the syllabus and repeated in each course module. Your final grade will be based on the best 4 unit exams and the final exam. Best 400 points
Other Assignments and Activities

GETTING STARTED: First day if possible. Complete Getting Started Module
   Email me and state your commitment to academic integrity.
   Introduce yourself
   Take the syllabus quiz and make 100%

CHAPTER QUIZZES: There are 25 chapters and an Epilogue over death and dying. There will
be a brief quiz over each chapter. I’ll count the best 20. (100 points)

UNIT ASSIGNMENTS: The lifespan is divided into 8 stages of the lifespan. The text is divided
into 8 life stages; for each stage you will have several discussion/writing assignment activity
OPTIONS, some based on readings from the Library on Lifespan Development and resilience.
I will count the best 5. (100 points)

Comprehensive Final Exam

There will be a comprehensive final exam in this course. The exam will cover the objectives.
There will be 150 multiple choice questions worth one point each. It will be given the last
week of the course online in your Canvas course. (150 points).

Students who are absent from the final exam must discuss their absence with the instructor
in advance or within 24 hours afterward. If you miss the final exam with an acceptable
excuse, you may be able to take a proctored exam on campus on paper.

Grading Formula

Your final grade will be calculated on a points-based grading system with a maximum 1,000
total points possible. Following are the values of each assignment. Students are expected to
follow the grading rubric.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written Assignment: application</td>
<td>150</td>
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<tr>
<td>project</td>
<td></td>
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<tr>
<td>Exams</td>
<td>400</td>
</tr>
<tr>
<td>Get Linked (Introduction, Email</td>
<td>50</td>
</tr>
<tr>
<td>academic integrity pledge,</td>
<td></td>
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<tr>
<td>Syllabus quiz)</td>
<td></td>
</tr>
<tr>
<td>Chapter Quizzes (Best 10)</td>
<td>100</td>
</tr>
<tr>
<td>Discussions Weekly Objective</td>
<td>150</td>
</tr>
<tr>
<td>writing/audio/video assignments</td>
<td></td>
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<tr>
<td>(Best 5)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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<tr>
<td>Maximum Extra Credit (if assigned)</td>
<td>50</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>900+</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600</td>
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**Incomplete Policy**
In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

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

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**Course Calendar**

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<thead>
<tr>
<th>Five Weeks</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
<td><strong>Dates</strong></td>
<td><strong>Topics/What’s due</strong></td>
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</tbody>
</table>
2. Get Linked on day 1: Complete Getting Started Module.  
3. Introduce yourself to class by answering questions.  
4. Send me email pledging to follow academic integrity guidelines.  
5. Take the quiz over the syllabus and make 100%.  
6. Choose and complete a Discussion/Assignment option for a chapter objective in Module 1. Due by Saturday.  
Complete an assignment, activity or writing to work with the learning objectives that you will be tested on. One option is to create a learning module for an objective in a chapter; if you had to wrestle with one of the objectives and as you were reading or studying, you had an AHA! moment: suddenly you got it! , make a little PowerPoint, or video or audiotape an explanation that might help other students get it. [Value of this activity? Almost all of you are planning to work in psychology, health care or education. Part or all of your job will be patient or child education. Understanding how to learn/understand and knowing how to teach, perhaps how to practice healthy lifestyle, follow a treatment regimen, or stress management. This will help you develop that skill as well as learn this material. And you can do some fabulous networking in this class at the same time!)] (40 points)  
Or, discuss in detail how you understand and can apply a learning objective to your life. Example, think about your child’s (or your) probable genetic makeup; what can you do to maximize their (or your) development—athletic, intellectual, or creative dimension. (100-200 words, 40 points)  
7. Take quizzes 1-4 before taking Exam 1. Finish all by Sunday for full points. |
<p>| 2 | July 20-26 | Chapters 5-10 Complete 6 quizzes (1 a day) and a discussion/assignment based on course learning objectives by Saturday. See Module 2 for the objective assignments. Complete Exam 2. Finish all by Sunday for full points. |
| 3 | July 27-August 2 | Chapters 11-16 Complete 6 quizzes (1/day) and a discussion/assignment based on course learning objectives. See |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Requirements and Assignments</th>
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<tbody>
<tr>
<td>4</td>
<td>August 3-</td>
<td>Complete 6 quizzes (1/day) and a discussion/assignment based on course learning objectives:</td>
</tr>
<tr>
<td></td>
<td>August 9</td>
<td>See Module 4 for the objective assignments. Complete Exam 4. Finish all by Sunday for full</td>
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<tr>
<td></td>
<td></td>
<td>points.</td>
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<tr>
<td>5</td>
<td>August 10-</td>
<td>Complete 4 quizzes (1/day) and a discussion/assignment based on course learning objectives:</td>
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<td></td>
<td>August 16</td>
<td>See Module 5 for the objective assignments. Turn in Writing Assignment. Final exam.</td>
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<td>Finish all by Sunday.</td>
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**Syllabus and Calendar Modifications**

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

**Instructor’s Practices and Procedures**

**Missed Assignments**

There will be “no makeups” for anything including exams, but I will drop the lowest exam. And we drop a number of quizzes, discussions and weekly assignments. So, get it done and do it all on time so final grades are right there for you as we go along.

**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.

I expect you to pledge to maintain academic integrity. The consequences for cheating, plagiarism, collusion, etc. is a grade of zero. Therefore: do not copy anything from anywhere unless you put it in quotations and reference the source. The first time, I will explain again that this is theft of intellectual property and is not allowed. After that, the consequences for additional infractions is a zero and possibly F for the course.

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

If you have not logged on by the date of record, first Thursday after class starts, I am required to drop you and they do not let you back in. I expect you to complete the weeks work that week because if not, you will get too far behind to catch up. So, try to do everything on time! Remember, we drop a number of quizzes, assignments/discussions and an exam.

Student Conduct

Please be courteous and respectful in your interactions; basic rules of cyber-etiquette are expected. Let us cooperate and not compete so all can do as well as possible as quickly and efficiently as possible. Ask a lot of questions, don’t worry about stuff. Do some yoga, meditation, stress management, complain early and get help! I want you to all get as much useful information out of this course as possible. The longer I live my lifespan, the more valuable I find this information. In fact, if you come across information that is irrelevant, let me know and we’ll take it out.

Instructor’s Course-Specific Information

I have a PhD that took a lot of years to acquire, so calling me Dr. is appropriate. But there are 6 Dr. Boyds at HCC so you can feel free to call me Dr. Sandi. And email me as soon as you have a question or concern—no time in 5 weeks to procrastinate—so ask. I very much want this course to add as little stress to your life as possible given the virus and the protests and the confusion about so many things. And please allow me to vent from time to time! We are all in this together. Let us resolve to increase our resilience together.

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.

**HCC Policies**

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

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services
EGLS³

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. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link

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

http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy

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

Housing and Food Assistance for Students

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

Office of Institutional Equity

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

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/

Title IX

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

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

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/

Department Chair Contact Information

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