Psychology
Northeast College

Lifespan Human Development 2314
3-Hour Lecture/48 hours per semester /16 weeks
CRN: 77689; ThTH: 12:30 – 2:00

Instructor: Professor Tamara LeDuc
Office: 8001 Fulton, Room 310
Phone: 713-718-2423
Office hours: By Appointment
Email: Eagle Moodle – tamara.leduc

Start at the beginning with the end in mind

From experience students who study and pass the Course Pre-quiz have a higher success rate of completing this course.

 These documents in the orientation are necessary to have a successful semester and eliminate frustrations with Distance Education. It is recommended you print them and refer to it as needed.

Course documents can be found in the "Course Materials and Resource" web site on the homepage.

Online Orientation and Exam

The online orientation and exam will be available on Saturday, January 14, 2012. Located in the "Course Materials" web site is the pre-test. The assessment covers the material over the course documents located in the Course Materials and Resource webpage.

You may take the exam as many times as you wish. The exam will help you learn how to take an assessment (test) online and how to submit the assignments for grading. The course instructions and policies may help you in eliminating some confusion and frustration throughout the semester as you navigate your way through the course and Eagle Moodle.

ONLY when you SUCCESSFULLY pass the exam will the course materials be released to you! I *WILL NOT* re-release the exam or course material if you do not pass the exam within the allotted time.

In addition to extra credit, you have the opportunity to earn 10 points towards your **final grade** if you answer every question CORRECTLY within your first TWO attempts of the Orientation exam.

RESPONSE TIME: Professor will respond to all students' inquiry within 24 hours during the standard business (Monday-Friday) week.

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link: http://de.hccs.edu/de/de-student-handbook

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 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
1. Define and identify key concepts in multiple (5) areas of lifespan psychology including concepts, facts and theoretical perspectives. (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

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 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

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. 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. 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. Childcare 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)

PART I: THE BEGINNINGS	Page
Brain development (Page Guide to Coverage of Brain Development through the Life Span in Preface (p. xix)	Page Guide to Covera Preface (p. xix)
nature/nurture controversy	5
Developmental psychology	4-7
life-span perspective	7
Cohort	9
Vygotsky's theory (see also Play Years)	11 (173-175)
interaction between genes and environment	12 / 71-73
epigenetic systems theory	12-13
Freud's Psychosexual Theory	17-18, 19

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SCANS or Core Curriculum Statement and Other Standards
Credit: 3 (3 lecture)
Core Curriculum Competencies: PSYC 2314 is not a core course.

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Calendar
Course Schedule

WEEKS	DATES	ASSIGNMENT
1.	1/17	Chapters 1
2.	1/24	Chapters 2
3.	1/31	Chapters 3
4.	2/7	*Chapter 4 Exam I*
5	2/14	Chapters 5
6	2/21	Chapters 6
7	2/28	Chapters 7
8	3/6	*Chapter 8 Exam 2*
		SPRING BREAK
9	3/20	Chapters 9
10	3/27	Chapters 10
11	4/3	*Chapters 11 Exam 3*

12	4/10	Chapters 12
13	4/17	Chapter 13
14.	4/24	Chapters 14 and Chapter 15
15.	4/27	**FINAL PROJECT**
15.	5/1	Epilogue, Review/Summary
16.	5/3	**Final Exam**

All test dates are approximately planned and 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 and discussions. 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.

Instructional Method: HYBRID

This is a Hybrid course which meets half the time in a traditional face-to-face classroom environment and deliver the remainder of the course presentation, interaction, activities, and exercises through various electronic audio (online, WEBCT, podcasts, online video, and audio format as they become available). Instructors and students should be prepared as in a traditional class, even though they will not be physically present in the classroom. In addition, the electronic and face-to-face portions of hybrid classes will be apportioned weekly so that every week during the semester the students will have 50% face-to-face instruction and 50% electronic instructions.

It is highly advisable that students communicate with me throughout the semester and contact me before you have a problem.   There may be solutions to most issues if communicated before, not after the problem.

REQUIRED TEXTBOOK: Required Text: Berger, K.S. (2010). *Invitation to the Lifespan* (1st ed.). New York: Worth Publishing Company. (ISBN: 13:978-07167-5466-4)

STUDY GUIDE: *The Study Guide (ISPN 1429219025)* 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://bfwpub.com** **Type in Berger and click on book or http://bcs.worthpublishers.com/berger.**
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. If you have any problem logging on, purchasing or accessing any of the materials call 1-800-936-6899.

Options for purchasing the text: (1) visit the HCC Central campus bookstore to purchase books immediately, (2) visit any HCC bookstore to order textbooks to be shipped from the HCC Central campus bookstore to that location – this process usually takes 24-hours, or (3) order online via the HCC Bookstore webpage at http://hccs.bkstore.com/ .

Homepage
The Homepage is an Announcement Tool for the course. All announcements for the course will be posted on the Homepage.   Any and all schedule changes will be posted on the homepage; therefore, it is your responsibility to check the Homepage when first log in to the class.

Course Calendar
All class assignments, exams and discussions for the course will be posted on the course calendar. In addition, class and school announcements will also be posted on the calendar.

It is your responsibility to keep abreast of the course schedule and due dates for all class assignments, exams and discussions posted on the calendar.

The instructor reserves the right to modify the schedule and/or course calendar and will notify the students in a timely manner.

Grading

Your final grade for the course will be based on a point system over class assignments, exams, final project and the course final. **The point system will be calculated as follows:**

Class Assignments = 300 points
Discussions =100 points
3 Exams = 300 points
Final project =200 points
Final exam-100 points
Extra Credit=100 points

GRADING SCALE:

1000- 900 = A
899-   800 = B
799-   700 = C
699-   600 = D
599 and Below = F

Discussions

Discussions are class participations between your peers and professor. You are expected to interact with your peers and instructor through the weekly discussion board postings. Each week, a discussion addressing a different topic will be released to the class.

The discussion topics will be posted on the course calendar. All topics will be released at 8am on Monday and stay open for one calendar week closing at midnight on Sunday. All discussions will be open and accessible for **ONE** week.

Grades will be based on your weekly participation of the topics **AND** required minimum postings. Therefore, to receive **FULL** credit, you must **POST** a message and **REPLY** to your classmates' and professor's discussions.

Exams

All exams will be given online. You will have **THREE** attempts, and **THREE** days to complete each exam. The **BETTER** of the **THREE** scores will be recorded in the grade book.

Late Work
Absolutely no late work or make-up work will be permitted on assignments or exams in this course. However, extra credit assignment is available for assignments missed.

See Make-up Policy.

There will be four exams given in this course. There are absolutely NO MAKE-UP exams in this course.

**MAKE-UP POLICY: *Please note that no make-up tests will be given, unless by special permission due to extraneous circumstances. If permission is granted for a missed exam then a paper assignment will replace the exam grade.*

Final Exam
If you have taken ALL three regular exams then the FINAL EXAM is optional. If you do not take the FINAL, the highest regular exam grade will replace the FINAL EXAM.

However, if you want to increase your exam score, than taking than final exam score will replace your lowest regular exam.

This option is only available for those students who have taken ALL three regular exams.   Students who have missed an exam MUST take the Final exam or receive a Zero.

Extra Credit
Review case studies and approved articles from scientific journals of an approved topic. Students MUST e-mail me their articles for approval. Guidelines of the extra credit assignment will be released mid-semester. EC is worth 100 points.

Distance Counseling and DE advising
Much DE student information can be found on the DE Student Services website: de.hccs.edu. Advising or counseling can be accomplished through our online request form AskDECounseling. Counselors and Student Services Associates (SSA) can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions can also be scheduled to provide brief counseling and community referrals to address personal concerns affecting academic success.

Ask DE Couseling
AskDECounseling is a student services online help form. This is the best and quickest way for students to get accurate assistance with DE registration,

enrollment, advising, and counseling. The online help form is simple to fill out, convenient, and readily accessible through the internet. Students do not have to travel to campus sites, leave work, or wait in an office or lobby to receive assistance. Upon submission, student requests are answered in the order they are received.

Early Alert
HCC has instituted an Early Alert process by which your professor may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. A counselor will then reach out to you to discuss your progress and offer any relevant resources. This initiative is designed to provide students with support services and resources to assist them in successfully completing their course.

HCC WITHDRAWAL POLICY
HCC Policy Statement-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.
College policy is that students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction, which amounts to six hours of class time. This will 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 Policy Statement-Course Withdrawal
All instructors must check current HCCS policies before setting their withdrawal policy and they must state their policy clearly in their syllabus. Since we have the option to give/or not give a "W" by the withdrawal deadline, me must mark our rolls for date of last attendance, and we are

required to give an "FX" for students who have a "F" in the class due to lack of attendance, we have choices and I will give you my statement below.

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, you are encouraged to 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.

Students can withdraw themselves online as long as it is prior to the withdrawal deadline of the session OR contact a HCC counselor for advisement. If you do withdraw before the deadline, you will receive a "W" as your final grade.

As your professor, I can only withdraw you due to lack of attendance. Any withdrawal 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 have excess attendances and quit coming to class after the deadline to withdraw and your final grade is "F," then your grade will be recorded as "FX" according to new guidelines from the Department of Education.

Disability Services
Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office at the beginning of each semester.

Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

DE students who are requesting special testing accommodations may choose the most convenient DSS office for assistance each semester:

District ADA Coordinator – Donna Price – 713.718.5165

Central ADA Counselors – Jaime Torres & Martha Scribner – 713.718.6164

Northeast ADA Counselor- Kim Ingram – 713.718.8420

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

Southeast ADA Counselor – Jette Lott - 713.718.7218

Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910

Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

Library Resources
As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to complete research. Visit Library Resources specifically for Distance Education students.

Library services are available throughout HCC. Through a daily library delivery service and a listing of all materials belonging to HCC libraries, books may be requested from and delivered to any campus library. HCC also has cooperative borrowing agreements with the University of Houston libraries and provides a copy of the Houston Public library catalog at each library. These arrangements provide students with access to over 4 million volumes.

Special services provided by the library system include photocopying facilities; specialized equipment for disabled students; group and personalized instruction in library use, including a self-instructional media program to orient students to the use of the HCCS libraries; a "term paper" workshop; and online bibliographic search services.

Online Tutoring
HCC provides free online tutoring in writing, math, science, and other subjects. Look for Ask Online on your Blackboard log-in page. This directs students to the HCC AskOnline Tutoring site: http://hccs.askonline.net/. Use your student ID or

HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

Social Networking
DE students are encouraged to become a fan of DE on Facebook and follow DE on Twitter. These social networking sites can provide a sense of community for the online learner, as well as up-to-date information and announcements related to HCC and DE.

Virtual Classroom Conduct
As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.

Note:

If you have doubts or do **NOT** understand any of my instructions, it is your responsibility to contact me. Simply saying "I didn't understand" after the fact is not acceptable.

I highly recommend you **PRINT** this syllabus and refer to it as needed.