



RANGER COLLEGE  
Ranger, TEXAS

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COURSE SYLLABUS

**LIFESPAN DEVELOPMENT**

**PSYC 2314**

**3 credit hours**

**Spring 2018**

**INSTRUCTOR:**

**Donnie Armstrong**

INSTRUCTOR: Donnie Armstrong  
EMAIL: darmstrong@rangercollege.edu  
OFFICE: Online  
PHONE: 325-338-0654  
HOURS: Monday through Thursday, 2:00-5:00. Friday 8:30-1:00.

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will learn about the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

### **II. Course Description**

Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan.

### **III. Required Background or Prerequisite**

Prerequisite: Psychology 2301 or approval of the instructor.

### **IV. Required Textbook and Course Materials**

Laura E. Berk (2018). Lifespan Development (4th.)

ISBN-13: 9780134419701

ISBN-10: 0134419707

Boston, MA, Pearson Education, Inc.

### **V. Course Purpose**

The purpose of this course will be to give students an understanding of the human life cycle. Students will study human nature and development from the beginnings of the human being at conception, through infancy and adolescence, and adulthood until death..

### **VI. Learning Outcomes**

- Read, analyze, and critique psychology texts.
- Demonstrate knowledge of beliefs, practices, values, and terminology of psychology.
- Trace the historical developments and cultural expressions of psychology.
- Articulate key conceptual distinctions in theories of psychology.
- Communicate understanding of different psychological theories in writing.

### VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### VIII. Methods of Instruction

This is an online class it will include, assigned readings, discussions, videos, electronic documents, and more.

### IX. Methods of Assessment

- **Chapter Exams (50 percent) (PR, SR)** – Careful examination of assigned readings is essential for this reading-and-discussion-based course, so you will be held accountable for completion of the reading assignments. Quizzes will assess your knowledge and understanding of what you have read, focusing especially on the technical terminology. All information for the quizzes will be taken directly from the text. Quizzes will be open book. The FINAL EXAM will count the same as other Chapter Exams. It too will be open book.
- **Labs and Discussions ( 50 percent) (CT, SR, PR)** – There will be weekly labs and discussions that will cover a variety of topics. These will count for half of your grade.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

## **X. Course/Classroom Policies**

This class is taught entirely online. These classroom rules should be adhered to as they will effect your grade.

1. **Participate.** There will be regular chances for you to interact with your classmates in discussion boards. You should participate as outlined in your lab instruction sheet.
2. **Be kind.** Rudeness, personal attacks and foul language will NOT be tolerated in the Discussion Boards and may result in dismissal from class depending on severity.
3. **Turn in assignments on time.** All Chapter Exams and Labs have a due date. By accepting this syllabus, you agree to accept a score of zero on any late work, unless prior arrangements have been made.
4. **Don't cheat.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College's Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at [www.rangercollege.edu/catalog.pdf](http://www.rangercollege.edu/catalog.pdf)), titled "Student Misconduct," subsection "Academic Dishonesty."
5. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays. In the subject line of any email that you send me, please indicate the content of the email.

## **XI. Course Outline/Schedule**

PSYC 2314– Fall 2017

<b>Due Date</b>	<b>TEST Due</b>	<b>Labs &amp; Discussions Due</b>
1/21/18	<b>Introduction</b>	<b>Introduction Assignment:</b> Student Profile: Introduce Yourself to the Class
1/28/18	<b>Chapter 1 Test</b> History, Theory, and Research Strategies	<b>Class Interaction:</b> Children and Gender <b>Questions Due</b>
2/4/18	<b>Chapter 2 &amp; 3 Test</b> Biological and Environmental Foundations Prenatal Development, Birth, and the Newborn Baby	<b>Class Interaction:</b> Children and Gender <b>Activity Summary Due</b>
2/11/18	<b>Chapter 4 &amp; 5 Test</b> Physical Development in Infancy and Toddlerhood Cognitive Development in Infancy and Toddlerhood	<b>Class Lab:</b> Toddler Observation Due
2/18/18	<b>Chapter 6 Test</b> Emotional and Social Development in Infancy and Toddlerhood	<b>Class Interaction:</b> Aggression <b>Discussion and Questions Due</b>
2/25/18	<b>Chapter 7 &amp; 8 Test</b> Physical and Cognitive Development in Early Childhood Emotional and Social Development in Early Childhood	<b>Class Interaction:</b> Aggression <b>Activity Summary Due</b>
3/4/18	<b>Chapter 9 Test</b> Physical and Cognitive Development in Middle Childhood	<b>Class Interaction:</b> Spanking Lab <b>Discussion Due</b>
3/11/18	<b>Chapter 10 Test</b> Emotional and Social Development in Middle Childhood	<b>Class Interaction:</b> Spanking <b>Activity Summary Due</b>
3/18/18	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
3/25/18	<b>Chapter 11 Test</b> Physical and Cognitive Development in Adolescence	<b>Class Interaction:</b> Remembering Adolescence <b>Questions and Discussion Due</b>
4/1/18	<b>Chapter 12 Test</b> Emotional and Social Development in Adolescence	<b>Class Interaction:</b> Remembering Adolescence <b>Activity Summary Due</b>
4/8/18	<b>Chapter 13 Test</b> Physical and Cognitive Development in Early Adulthood	<b>Class Interaction:</b> Dating and Courtship <b>Questions Due</b>
4/15/18	<b>Chapter 14 Test</b> Emotional and Social Development in Early Adulthood	<b>Class Interaction:</b> Dating and Courtship <b>Activity Summary Due</b>
4/22/18	<b>Chapter 15 &amp; 16 Test</b> Physical and Cognitive Development in Middle Adulthood Emotional and Social Development in Middle Adulthood	<b>Class Interaction:</b> Bucket List <b>Discussion Due</b>
4/29/18	<b>Chapter 17 &amp; 18 Test</b> Physical and Cognitive Development in Late Adulthood Emotional and Social Development in Late Adulthood	<b>Class Interaction:</b> Bucket List <b>Activity Summary Due</b>
5/6/18	<b>Chapter 19 Test</b> Death, Dying and Bereavement	<b>Class Lab:</b> Life Expectancy <b>Questions Due</b>
5/8/18- 5/10/18	<b>Proctored Final Exam</b>	

**XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

**XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.