



**RANGER COLLEGE
STEPHENVILLE, TEXAS**

**COURSE SYLLABUS
LIFESPAN GROWTH AND DEVELOPMENT**

PSY 2314

3 credit hours

INSTRUCTOR:

Crystal Rose

PSY 2314 Fall 2017 Semester

INSTRUCTOR: Crystal Rose
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HOURS: Monday/Wednesday 8:30-10:00 AM, Tuesday/Thursday
2:00-3:00 PM, Friday 9:00 AM-12:00 PM

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

III. Required Background or Prerequisite

In order to take PSY 2314, students must achieve a passing score on TSI reading section or equivalent alternative test.

IV. Required Textbook and Course Materials

Berk, Laura E., (2010). Exploring Lifespan Development (3rd ed.) Boston: Prentice Hall

V. Course Purpose

Courses in the Social/Behavioral Sciences category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

VI. Learning Outcomes

Upon successful completion of this course, students will:

Describe the stages of the developing person at different periods of the life span from birth to death.

Discuss the social, political, economic, and cultural forces that affect the development process of the individual.

Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.

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Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.

Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).

Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.

Discuss the various causes or reasons for disturbances in the developmental process.

VII. Core Objectives

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

- X **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- X **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
- X **Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- X **Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

Lifespan Growth and Development is a hybrid course consisting of active collaboration-both inside and outside of the classroom.

IX. Methods of Assessment

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

EXAMS 40% (CT) (PR)

FINAL 5% (CT) (PR)

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HOMEWORK 10% (CT) (PR) (SR)

CHILD OBSERVATION REPORT 5% (CT) (COM) (SR) (PR)

ADOLESCENT INTERVIEW PAPER 5% (CT) (COM) (SR) (PR)

ELDERLY INTERVIEW PAPER 5% (CT) (COM) (SR) (PR)

DEVELOPMENTAL AUTOBIOGRAPHY 20% (CT) (COM) (SR) (PR)

PARTICIPATION (In class assignments, discussion, attendance) 10% (PR)

A: 90-100 Points, B: 80-89 Points, C: 70-79 Points, D: 60-69 Points, <59 Points

EXAMS (40%) (CT) (PR)

There will be a total of four exams EXAM #1 (Chapters 1-6), EXAM #2 (Chapters 7-12), EXAM #3 (Chapters 13-16), and EXAM #4 (Chapters 17-19). Exams will be a combination of short answer and multiple choice.

FINAL (5%) (CT) (PR)

There will be a comprehensive final exam.

HOMEWORK (10%) (CT) (PR) (SR)

The homework is writing intensive and designed to help you prepare for exams. There will be one homework assignment per chapter. A point value of 25-points- per roman numeral comprises each assignment.

CHILD OBSERVATION REPORT (5%) (CT) (COM) (SR) (PR)

Observe a group of children between the ages of 5 years and 10 years (all approximately the same age). Students should observe behaviors of children and make notes of what is observed. The observation should be in a setting where children interact naturally (e.g. classroom, playground, lunchroom, group activity, etc) and should be at least 45 minutes in duration. Students will prepare a brief report (2-3 pages typed) in which they will reflect on and analyze what is observed using one or more of the developmental theories covered in this course. Students should secure permission from the supervising official (e.g. school principal, teacher, etc) before doing the observation. Your paper **MUST** be written in APA Format. View tutorial for APA format here: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

ADOLESCENT INTERVIEW PAPER (5%) (CT) (COM) (SR) (PR)

Students must interview an adolescent (age 13 – 18). Permission should be secured from the child's parent (if the child is under 18) prior to the interview. Questions for this interview will be developed as a part of class activity. Write 3-4 paragraphs reflecting on the interview using one or more of the developmental theories covered in the course. The interviewee's name should be kept confidential. Your paper **MUST** be written in APA Format. View tutorial for APA format here: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

DEVELOPMENTAL AUTOBIOGRAPHY (20%) (CT) (COM) (SR) (PR)

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Students must compose a 5-8-page term paper entitled: My Developmental Autobiography, which addresses salient developmental observations from the following time frames:

1. Childhood (up to puberty),
2. Adolescence (puberty to age 18), and
3. Young adulthood (age 19 to present age).

Students 30-years of age and older may add an addendum for this period. Students should address significant issues they recall as significant in their psychosocial development from these periods (such as friendships, parental influences, insights from lessons learned, school experiences, peer influences, dating, socialization, and work). Specific examples are preferred over general influences. Your paper **MUST** be written in APA Format. View tutorial for APA format here:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

ELDERLY OBSERVATION REPORT (5%) (CT) (COM) (SR) (PR)

Students must interview an elderly person (hospitals, nursing homes, assisted living facilities, etc). Students should observe behaviors of the elderly and make notes of what is observed. You are encouraged to sit, visit, and ask questions. Your time spent should be at least 45 minutes in duration. Write 3-4 paragraphs reflecting on the interview using one or more of the developmental theories covered in the course. Your paper **MUST** be written in APA Format. View tutorial for APA format here: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

PARTICIPATION (10%) (PR)

Weekly group/individual presentations/assignments are given on a human growth and development theory. Assignments and projects are given in class and presented during class. This means that if you are absent on the date in which we do the Chapter Presentation and quiz, and you did not hand in the assignment **PRIOR** to the class date, you will receive a zero. Late work/make up work is not accepted.

X. Course/Classroom Policies

Attendance and Class Participation

The absence policy of Ranger College will be followed. Open-ended, active discussion of course concepts is encouraged. Such discussion fosters an application of course material to personal experiences and exposure to others' viewpoints. Students must be in class to participate and receive participation points. Every student has his/ her own life that is full of commitments. However, due to the limited amount of time that we have, you are expected to attend all class periods. If a student must be absent from an exam, he/she must notify the instructor at least one day prior to the exam. The instructor assigns the alternative date for the make- up exam. **THE STUDENT WILL RECEIVE A GRADE OF "0" FOR THE MISSED EXAM IF THE ABOVE GUIDELINES ARE NOT FOLLOWED.** If a student has a planned absence on the due date of an item listed in this syllabus (quiz, project, paper, test, report etc.), he/she must still submit the work on Blackboard. If the student does not submit the work, a zero is earned. Students are permitted one absence for this class. After 2 absences, he/she will be required to submit a 3 page paper for each chapter discussed in class or covered in assigned readings. After the equivalent of 3 weeks missed, you will be asked to drop the class. Late work **OR** make up work will not be accepted. **ALL** work is retrieved and submitted via **BLACKBOARD**. If a student does not have access to Blackboard, he/she needs to gain access before

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the second day of class. To access Blackboard instructions, go to <http://www.rangercollege.edu> and click Blackboard OR go straight to rangercollege.blackboard.com. Our course will be listed.

Early Alert Reporting (EAR)

Early Alert Reporting is a college-wide effort designed to support student learning by identifying and warning students who may be in danger of failing one or more courses. Faculty will identify students in their classes who may be in danger of failing as well as the reason for their concerns. Faculty will use Early Alert Attendance to track student attendance for each class meeting. Faculty will also submit EAR Grade Track reports on student grades, retention reports, and report final grades. Students have access to this data through Campus Connect. Simply go to <http://www.rangercollege.edu>, click Campus Connect, then Campus Connect for Students. Enter your student ID. Your pin is your 8 digit birthdate. Use numbers only. By week six of the semester, I will notify the Retention Coordinator if you have struggled with excessive absences, incomplete work, or difficulty with the course content. This warning is not an official grade, yet it indicates concerns about your progress that need to be addressed immediately. If you are contacted about an Early Alert Report, please respond to the Retention Coordinator and respective campus personnel to discuss action strategies and resources for academic improvement and, ultimately, success.

Electronic Devices in Classrooms

The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise such as cellular phones, pagers, palm pilots, beepers, watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and not accessed during the class period. Students will not interact with these devices at any time during classroom instruction. A student who chooses to use an electronic device will be dismissed from class until he/ she can return without the device turned on. The student will be responsible to make up what was missed in class on his/her own time. A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination. Finally, PLEASE BE ON TIME--it is very distracting when students arrive late, and it will be hard for you to follow the lecture if you miss the opening minutes.

Academic Dishonesty

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any other act designed to give unfair academic advantage to the student.

A. Cheating on academic work includes:

1. Copying another student’s test paper in academic work;
2. During a test, using materials that are not authorized by the test administrator;
3. Failing to comply with instructions given by the person administering the test;
4. Possession during a test of materials that are not authorized by the person giving the test, such as class notes, specifically designed “crib” notes, and/or the utilization of electronic devices to deliver

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and/or receive answers. The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.

5. Using, buying, selling, stealing, transporting, or soliciting the contents of an un-administered test, test key, homework, solution, or computer program.
 6. Collaborating with, seeking aid or receiving assistance from, another student or individual during a test or in conjunction with other assignments without authority.
 7. Discussing the contents of an examination with another student who will take the examination.
 8. Divulging the contents of the examination for the purpose of preserving questions for use by another when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
 9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test or any course-related assignment.
 10. Having another person obtain an un-administered test, test key, homework solution or computer program, or information about an un-administered test, test key, homework solution, or computer program.
 11. Falsifying research data, laboratory reports, class observations, verification forms, and/or other academic work offered for credit.
 12. Taking, keeping, misplacing or damaging the property of the college, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
 13. Possession at any time of current or previous test materials without the instructor's permission.
- B. "Plagiarism" includes, but is not limited to, the appropriation of buying, receiving as a gift, or obtaining by any means, material that is attributable in whole, or in part, to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and to present the material as one's own for academic advantage is strictly prohibited.
- C. "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for credit.
- D. "Falsifying academic records" includes, but is not limited to, altering or assisting in altering, of any official record of the college and/or submitting false information or omitting requested information that is required or related to, any academic record of the college. Academic records include, but are not limited to, applications for admission, the awarding of a degree and/or certificate, grade reports, test paper, registration materials, grade change forms, grade check forms, and reporting forms used by the Office of the Registrar.
- E. "Misrepresenting facts" to the College or an agent of the college includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignments for the purpose of obtaining an academic or financial benefit for oneself or for another individual; or providing false or misleading information in an effort to injure another student academically or financially.

All questions of academic dishonesty are first considered and reviewed by the faculty member. If the student does not accept the decision of the faculty member, the next step will be to appeal to the appropriate instructional administrator. If the student disagrees with the decision of the division chair, the student's case may then be referred to the Vice President for Student Services for normal disciplinary procedures. The student will be allowed to remain in class until the process is exhausted.

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XI. Course Outline/Schedule

FALL 2017 COURSE CALENDAR

The following schedule for this course is subject to change.

COURSE CALENDAR

Week 1 Welcome, 3 Things, Introduction to Course, “Getting Acquainted” Assignment, Knowledge of Psychology Quiz (due in class), Discuss “Getting Acquainted” Assignment, Chapter 1: History, Theory, and Research Strategies (due in Blackboard by Monday, September 4 11:59 PM)

Week 2 Chapter 2: Biological and Environmental Foundations, Chapter 3 Prenatal Development, Birth, and the Newborn Baby, Start In The Womb (both due in Blackboard by Monday, September 11 11:59 PM)

Week 3 Finish In The Womb, Chapter 4 Physical Development in Infancy and Toddlerhood (due in Blackboard by Monday, September 18 11:59 PM)

Week 4 Chapter 5 Cognitive Development in Infancy and Toddlerhood, Chapter 6 Emotional and Social Development in Infancy and Toddlerhood, Attachment Video (both due in Blackboard by Monday, September 25 11:59 PM), EXAM REVIEW

Week 5, EXAM 1 CHAPTERS 1-6, CHILD OBSERVATION REPORT DUE, Chapter 7 Physical and Cognitive Development in Early Childhood, watch Piaget’s Preoperational Stage Video (Chapter 7 and Child Observation Report due in Blackboard by Monday, October 2 11:59 PM)

Week 6, Chapter 8: Emotional and Social Development in Early Childhood, Chapter 9: Physical and Cognitive Development in Middle Childhood (both due in Blackboard by Monday, October 9 11:59 PM)

Week 7, Chapter 10: Emotional and Social Development in Middle Childhood, Video “Dying to be Thin” (Chapter 10 due in Blackboard by Monday, October 16 11:59 PM)

Week 8 Chapter 11: Physical and Cognitive Development in Adolescence, Chapter 12 Emotional and Social Development in Adolescence (both due in Blackboard by Monday, October 23 11:59 PM), EXAM REVIEW

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Week 9 (10/17-10/23) EXAM 2 CHAPTERS 7-12, ADOLESCENT OBSERVATION REPORT DUE, Chapter 13: Physical and Cognitive Development in Early Adulthood (Chapter 13 Homework AND Adolescent Observation Report due in Blackboard by Monday, October 30 11:59 PM)

Week 10 Chapter 14 Emotional and Social Development in Early Adulthood, Chapter 15 Physical and Cognitive Development in Middle Adulthood (both due in Blackboard by Monday, November 6 11:59 PM)

Week 11 Chapter 16 Emotional and Social Development in Middle Adulthood, EXAM REVIEW, EXAM 3 CHAPTERS 13-16, DEVELOPMENTAL AUTOBIOGRAPHY DUE (Chapters 16 homework AND Developmental Autobiography due in Blackboard by Monday, November 13 11:59 PM)

Week 12 Chapter 17 Physical and Cognitive Development in Late Adulthood (due in Blackboard by Monday, November 20 11:59 PM)

Week 13 (November 20-24) No Class! Happy Thanksgiving!

Week 14 Chapter 18 Emotional and Social Development in Late Adulthood, Chapter 19 Death, Dying and Bereavement (Both due in Blackboard by Monday, November 27 11:59 PM)

Week 15 EXAM 4 (17-19) ELDERLY OBSERVATION REPORT DUE, FINAL EXAM REVIEW (Elderly Observation Report due in Blackboard by Monday, December 4 11:59 PM)

Week 16 EXTRA CREDIT WEEK (Due in Blackboard by Monday, December 4 11:59 PM)

Week 17(12/11-12/15) prepare for final exam

Week 18 (12/18-12/21) FINAL EXAMS

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

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(glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.