

# Common Course Syllabus for Lifespan Growth and Development, PSYC 2314, Summer II 2022

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SPC requires that the information below is included in all syllabi. This information details the characteristics and policies for ALL PSYC 2314 classes, regardless of the instructor. For the specific details of Dr. Harris's class, see the portion of the syllabus titled "Welcome to ONLINE Lifespan Growth and Development (PSYC 2314)"

<b>Course Number:</b> PSYC 2314	<b>Department:</b> Behavioral Sciences	<b>Campuses:</b> Levelland, RC, LC, PV, INET
<b>Discipline:</b> Psychology	<b>Title:</b> Lifespan Growth and Developmeent	<b>Satisfies Core Curriculum Requirement?</b> Yes
<b>Credit:</b> 3 <b>Lecture:</b> 3 <b>Lab:</b> 0	<b>Formats:</b> Conventional, INET, ITV	<b>Prerequisites:</b> TSI compliance in reading

**Textbook:** *Lifespan Development: A Psychological Perspective*, Lally, M. & Valentine-French, S. (2017). This textbook can be accessed for free at the following web address: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

**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.

**Course Evaluation:** See specific instructor's part of the syllabus for methods used to assess student performance.

## Core Objectives addressed:

- **Communication skills-** includes effective written, oral and visual communication.
- **Critical thinking skills-** includes creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- **Empirical and Quantitative skills-** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Social Responsibility-** to include demonstrated intercultural knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Student Learning Outcomes/Competencies:** Upon successful completion of this course, students will:

1. Identify various research methods and their characteristics used in the scientific study of psychology.
2. Describe the historical influences and early schools of thought that shaped the field of psychology.
3. Describe some of the prominent perspectives and approaches used in the study of psychology.
4. Use terminology unique to the study of psychology.
5. Describe accepted approaches and standards in psychological assessment and evaluation.
6. Identify physiological and psychological processes involved in human behavior. CIP # 42.0101.51 25

**Student Learning Outcomes Assessment:** Marcie Miller is the faculty member who is responsible for the assessment of the student learning outcomes. She will be sending a list of which SLOs will be assessed for each semester. There are 7 outcomes and these are rotated. Mrs. Miller is also the person responsible for entry of the data into Task Stream for documentation.

**Academic Integrity:** Students are expected to do their own work on all projects, quizzes, assignments, examinations and papers. Failure to comply with this policy (e.g., plagiarism, cheating) will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following: 1) turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill; 2) copying and pasting together information from books, articles, other papers, or online sites without providing proper documentation or references; 3) using direct quotations (three or more words) from a source without showing them to be direct quotations or citing them; or 4) missing in-text citations.

Cheating violations include, but are not limited to, the following: 1) obtaining an exam by stealing or collusion; 2) discovering the content of an exam before it is given; 3) using an unauthorized source of information (notes, textbook, text messages, internet, apps, etc.) during an exam, quiz, or homework assignment; 4) entering an office or building to obtain an unfair advantage; 5) taking an exam for another student; 6) altering grade records; 7) copying another's work during an exam, quiz or homework assignment; 8) rewriting another student's work in Peer Editing so that the writing is no longer the original student's; or 9) taking pictures of a test, test answers, or someone else's paper.

**Student Conduct:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' rude, disruptive, intimidating, aggressive or demeaning behavior. Student conduct that disrupts the learning process or is deemed disrespectful or threatening will not be tolerated and may lead to disciplinary action and/or removal from class.

**Diversity Statement:** In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Nondiscrimination Policy:** South Plains College does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding these policies: Vice President for Student Affairs, 806-716-2360, South Plains College, 1401 College Ave, Box 5, Levelland, TX 79336.

**Disability Statement:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in class should notify the Disability Services Office early in the semester so appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577; Reese Center (Building 8) and Lubbock Center, 806-716-4675; or Plainview Center Main Office, 806-716-4302 or 806-296-9611.

**Title IX Pregnancy Accommodations Statement:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Campus Carry Policy:** Texas Senate Bill 11 (Govt. Code 411.2031) authorizes carrying a *concealed* handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the state of Texas are also permitted to do so. Pursuant to Penal Code 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked

Questions, please refer to the campus carry page: <http://www.southplainscollege.edu/campuscarry.php> . Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the SPC Police Department at 806-716-2396 or 9-1-1.

# Welcome to ONLINE Lifespan Growth and Development (PSYC 2314)

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Summer II 2022, section 152

## CONTACT INFORMATION

**Name:** Dr. Julianna Harris

**Email:** [jharris@southplainscollege.edu](mailto:jharris@southplainscollege.edu)

## INSTRUCTOR AVAILABILITY—I'm here to help!

### Email

You may send me an email message at [jharris@southplainscollege.edu](mailto:jharris@southplainscollege.edu). Please be aware of the “turn around” time for emails: If you send me an email between Monday morning and noon on Friday, I will reply within 24 hours. However, if you send an email during the weekend, the soonest I will be able to reply is the following Monday. *IMPORTANT:* As a college student who is working toward a profession/career, it is imperative (for your success) that you learn to send professional emails. Please follow the email guidelines in the next section titled “Tips for Using SPC Student Email.”

## TIPS FOR USING SPC STUDENT EMAIL

South Plains College provides all students with a free SPC Google email account. Because email is one of the main forms of communication in academia, you should check your SPC email regularly. Our email communication may touch on confidential academic matters, like your performance on a quiz or your overall grade, therefore you **must** email me using your official SPC Student email account (NOT your personal email account, e.g., yahoo or gmail).

### How to access SPC Email

You can access your SPC email (as well as Microsoft Word, Excel, PowerPoint and One Drive) by going to <https://office.com> and using the username and password provided in your acceptance letter to sign in. You may also access your email by logging in to MySPC and finding the email link in the lower right-hand corner. If you encounter any problems, contact the **help desk** immediately at (806)716-2600 or at [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu).

### Email Etiquette

For your success as a student, and your success as a professional, you need to learn email etiquette. All emails should include:

- A brief subject line that explains your reason for emailing (e.g., “Subject: Question about the syllabus”),
- Your full name,
- Your class and section (e.g., PSYC2314, sec. 156), and
- The use of standard English skills (e.g., correct spelling, punctuation and grammar).

Here is a link to a useful guide about emailing your professors: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

## TECHNOLOGY REQUIREMENTS FOR ONLINE SUCCESS

### Blackboard

All course content will be found on Blackboard, and all coursework will be completed on Blackboard. Therefore, you need a computer with internet access in order to log onto Blackboard (see section below re: computers and internet). You can access Blackboard at <https://southplainscollege.blackboard.com>. This address will take you to the login page, where you type in your username and password. Once logged in, you will see a list of classes in which you are enrolled (including PSYC2314.152). Click on the class whose Blackboard page you want to enter.

## Access to a working computer with a reliable internet connection

Because this is an online class, all of your coursework will be found and completed online (in Blackboard). Thus, you must have regular access to a computer with the following characteristics:

- A modern operating system (Windows 7 or later is recommended; most class content should be compatible with Mac OS and older versions of Windows, down to XP; Linux operating system is *not* recommended)
- A modern web browser. It is recommended that students use Mozilla Firefox or Google Chrome to access Blackboard. Students have reported more problems using Internet Explorer, thus Internet Explorer is *not* recommended.
  - You can download Mozilla Firefox [here](#).
  - You can download Google Chrome [here](#).
- A stable, reliable internet connection. High-speed internet (e.g., Cable, DSL, fiber) is the most reliable.
- It is not required, but it is recommended that you use a computer with a hardwired internet access (e.g., instead of WiFi) especially when you are completing weekly exams and the final exam. When using WiFi, there is a greater risk of interrupted service than when using hardwired internet access, and when this happens, your exam might automatically submit, even if you have not answered all the questions.

*\*\*I must give credit for the above information re: computers and internet connection to my colleague, Dr. Crescioni*

## REQUIRED COURSE MATERIALS:

Lifespan Development: Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. This is an OER (open resources) textbook that is available on Blackboard at no cost to the student. A link to the textbook will be provided on Blackboard within the "COURSE RESOURCES" folder.

## HOW THIS COURSE IS STRUCTURED

This is a 5-week course, ending with final exam week during final exam week. On the Blackboard Homepage for this class, you will find a "COURSE CONTENT" folder. This folder contains subfolders, one for each week of class. Each weekly subfolder contains assigned readings to complete, videos and/or podcasts to watch/listen to, and the discussion assignments for that week. The subfolder for final exam week will contain an OPTIONAL comprehensive final exam over the material covered in the previous 5 weeks. **You will only complete the final exam if you missed one of the four regular exams or would like to replace a low exam score on one of the regular four exams.**

## REQUIRED COURSEWORK AND GRADES

There are four different ways that your learning in this course will be assessed and graded: 1) Four exams, 2) Weekly discussion assignments, 3) A course – relevant writing assignment, and 4) An end of the semester project

### Four Exams

- Each worth 150 points
  - Exam 1 will be located in the Week 1 folder
  - Exam 2 will be located in the Week 2 folder
  - Exam 3 will be located in the Week 3 folder
  - Exam 4 will be located in the Week 4 folder
- Exams will open each week at 8am on Thursday and close at midnight on Friday
- Multiple choice and short-answer questions based on the readings, online discussion posts, and videos for that week
- Exams are open – book, open note
- Exams will be timed (60 minutes), and you will only get one (1) attempt
- Exams cannot be made up if missed and late submissions will not be accepted.
- THE FINAL IS OPTIONAL! YOU WILL ONLY NEED TO TAKE THE FINAL IF YOU MISSED ONE OF THE FOUR REGULAR EXAMS OR WANTED TO REPLACE A LOW SCORE ON ONE OF THE FIVE REGULAR EXAMS
  - Worth 150 points
  - One attempt
  - 60 to 90-minute time limit, depending on the number of questions included on the final exam

## Weekly Discussion Assignments

Each weekly folder will contain two (2) discussion assignments that correspond with the material covered that week. The first assignment of the week will be due by midnight on Wednesday, the second assignment will be due by midnight on Friday (except for the final week, when they will be due by midnight on Tuesday and Thursday). The assignments will include additional articles and/or videos, which will require those in class to submit comments and questions. This will be accomplished using an app called Perusall, which has been integrated into the course's Blackboard page. A video about Perusall can be found on this course's Blackboard page. Each student will be responsible for submitting questions and/or comments on the article or video located in the discussion assignment section of the weekly folders. These submissions will need to have actual substance, and not just "wow, that was cool." If the student wishes to receive full credit on each discussion assignment, they will need to submit an original idea or genuine question about the material. For example, if the student found something interesting or exciting about a video, they might write – "I was surprised to learn that so few people in developing countries attend school past the 5<sup>th</sup> grade. I wonder if their lack of education will result in them earning lower wages?" Students will also have the opportunity to respond to their classmate's posts. For example, another student could respond to the example above with – "I had wondered the same thing! I read an article the other day that discussed this exact correlation. Here is the link! [www.madeuparticle.com](http://www.madeuparticle.com). Each student will be responsible for submitting two (2) questions or comments on the discussion assignments (2 comments at 10 points each=20 points per assignment x 2 assignments = 40 points per week x 5 weeks = 200 points).

## Written Assignments

### 1. Writing Assignment

A topic will be presented related to development which impacts our society currently. For example, a discussion paper might be introduced asking you to explore the impact on 1<sup>st</sup> graders who had to attend school virtually during the pandemic. Additional instructions and a rubric will be provided in the "COURSE RESOURCES" folder. The paper will need to follow APA writing guidelines. For more information about APA writing style, please consult:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.htm](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.htm)  
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### 2. End of the semester project

Choose one the following Erikson stages (Adolescence, Young Adulthood, or Middle Adulthood) and interview someone who has passed that particular stage. For example, interview your 45 year-old mother about the Young Adulthood stage. Explain to your interviewee the specific crisis associated with the stage and then ask for an example of how your interviewee experienced this crisis. Emphasize to your interviewee to only provide examples they feel comfortable sharing and inform them the experience will be read by your instructor. After the interview, provide a brief summary of the interview including your interviewee's response as well as your reaction to the experience.

### OR

This option will focus on an area of assessment (for example, Red Flags for ...) pertaining to early childhood development and create a Fact Sheet, Poster, or Brochure for the community (child care providers, parents, etc.). The document should appear professionally useful and be informative, visually appealing, and appropriate for the intended audience. This should contain specific information about the topic, early signs or "red flags," and community resources for further assessment and intervention. As part of the preparation of this document, you will be required to incorporate information on your topic from 3 sources and provide a brief bibliography to turn in.

## Grade Inquiries

If you have a question or concern about a grade in the Blackboard gradebook, or about a question on an exam (e.g., you see a zero in the gradebook, but you believe you completed the assignment, or you think your answer to an exam question was correct, but it was counted as wrong), you must contact me within one week of the assignment due date. If you wait more than one week, then the grade in the gradebook is final.

## POLICIES RE: LATE WORK OR MISSING WORK

It is your responsibility to make sure you complete your exams, discussions and final exam before the due date. I have provided you with all due dates in this syllabus, as well as on Blackboard. Accordingly, you are aware when your papers/projects, discussions and exams are due, and it is up to you to complete them on time. The only computer issues that will be accepted as warranting a make-up are issues that were experienced by *everyone* in the class. Please see the table below for details.

Situation/issue leading to missed work	How it will be resolved
The entire class is unable to access Blackboard at the time a quiz or discussion is due.	As soon as I am alerted regarding the outage, I will extend the due date for the entire class and send the class a notification regarding the extended due date.
A student is sick on the day <i>discussion</i> is due, or was in the hospital for more than three days during the week of the missed <i>discussion</i> .	Contact me as soon as possible, and provide documentation of a doctor's visit on the due date of the discussion, or documentation of the hospital stay of three days or more during the week in which the discussion was due. You must make up the discussion within one week of the last day indicated on the medical documentation (e.g., if you saw the doctor, or were released from the hospital on the 1 <sup>st</sup> , you have to complete the makeup no later than the 8 <sup>th</sup> )
A student lost a loved one within one week before a <i>discussion</i> was due.	Contact me as soon as possible and provide documentation in the form of an obituary or funeral program.
A student was caring for a terminally ill loved one during the week a <i>discussion</i> was due.	Contact me as soon as possible and provide documentation in the form of a doctor's note from the doctor who was caring for the loved one.
A student is sick, or in the hospital, or lost a loved one, or was caring for a terminally ill loved one during the week a <u>quiz</u> is due.	Because <i>I drop everyone's two lowest quiz grades</i> , no makeup is given. I have made this drop policy so that IF a student is in this position, they do not have to worry about getting a zero—it will simply be dropped.
A student is unable to access Blackboard at the time the quiz or discussion was due, but other students could access Blackboard at that time.	No makeup is given. It is your responsibility to make sure you have reliable internet access for the duration of this course. <i>Please see the "Troubleshooting" section for tips on avoiding this problem before it happens.</i>
Blackboard, and/or the textbook for the course, is unavailable at some point during the week, but not at the time the quiz or discussion is due.	No makeup is given. All students are able to download a free PDF copy of the textbook, or single chapters. Thus, students are able to complete readings even if Blackboard or the textbook website is down.
A student was traveling and did not have access to the internet when the quiz or discussion was due.	No makeup is given. It is your responsibility to make sure you have reliable internet access for the duration of this course. If you must travel during the semester, you need to either get your work completed ahead of time (before you leave), or make sure that you will have access to the internet at your travel destination.
A student forgot to submit a quiz or discussion by the due date.	No makeup is given. I have provided students with all the due dates in this syllabus and on Blackboard, and it is your responsibility to make sure you get your work done by those dates.

*\*\*I must give credit to my colleague, Dr. Crescioni for sharing his thoughtful missed work policies with me.*

## FINAL GRADE CALCULATION

Evaluation Method	Total possible points
4 exams (150 points each)	600 points
Weekly discussion assignments	200 points
Writing Assignment	50 points
End of semester project	150 points
	<i>Total possible points in class=1000</i>
Final Exam	[150 points] (optional – will replace a missed or low exam score)

Grading Scale for Final Course Grade:	90% or more of total possible points (900 points or more):	A
	80-89% of total possible points (800-899 points):	B
	70-79% of total possible points (700-799 points):	C
	60-69% of total possible points (600-699 points):	D
	59% or less of total possible points (599 points or less):	F

## TECHNOLOGY PROBLEMS AND RESOURCES/HELP:

There are a several technology problems that are likely to arise for students this semester. Please remember, a computer issue that affects an individual student, but not the entire class, will not merit an extension on a quiz, discussion, or the final exam. Thus, it is best to plan ahead and assume that you might experience one or two or all of these problems. If you take the time NOW to review the “Technology Contingency Plan” table below and figure out how you will address these issues if/when they arise this semester, you will not be caught off guard.

TECHNOLOGY CONTINGENCY PLANS	
Problem(s)	Solution
“Argh! My internet is down!” &/or	Free WiFi is available at many area businesses (Starbuck’s, McDonald’s, Chick-fil-A, United Supermarkets), and in the buildings and <i>parking lots</i> of many schools including SPC campuses (also look for “Park and Learn” signs near the LISD schools). Click <a href="#">here</a> for WiFi Resources at SPC (at the bottom of the “WiFi Resources at SPC” page you will also find phone carrier assistance plans).
“OMG! My computer is not working!” &/or	Make a list of friends, family members, classmates &/ or even neighbors who might let you borrow their computer, or their WiFi, or their printer in the event yours is not working
“Darn! I need to print [that thing], but my printer is out of ink.” &/or	If you are an SPC student, and within driving distance, we have computer labs with computers, printers and internet access at every campus: <ul style="list-style-type: none"> <li>• SPC Reese Campus computer labs: Building 8 (room 827 and the library), Building 2 (room 207), and Building 4 (adjacent to room 451)</li> <li>• SPC Levelland Campus computer lab: Technology building</li> <li>• SPC Lubbock Center, 39<sup>th</sup> &amp; Avenue Q: Room 109 and Room 138</li> <li>• SPC Plainview Center, 1920 W. 24th St., Plainview, Texas: <b>Room XXX</b></li> </ul>
“Ugh! I’m out of town, and I don’t have a computer [or access to the internet]”	Public libraries (wherever you live) typically have computers available to the public If your computer breaks down, contact a local computer repair business (e.g., Best Buy, Office Depot, etc.). Or, if possible, buy an inexpensive computer from sites like <a href="#">edealinfo.com</a> , Amazon marketplace, Newegg or eBay. If you are traveling, find out if the hotel has a computer lab for guests, or if the person you are staying with has a computer with internet access. If not, work ahead and get your quiz and discussion completed before you leave.

This table contains a list of common issues, and possible solutions to help you solve your own technology issue:

TECH TROUBLESHOOTING	
Problem	Possible Solution
I cannot access Blackboard, but I can access other websites	Blackboard might be down. Check your SPC email and MySPC for announcements about Blackboard outages. If you cannot access these sources of information, or if there are no such announcements, contact Blackboard support (see below).
I cannot access any websites.	Your internet may be down. If you know how, try resetting your modem and/or router. If your internet is still not working, contact your internet provider, or implement one of your contingency plans (see previous section).
I cannot access the textbook website, but I can access other websites.	Use the PDF of the textbook, posted on Blackboard, to complete assigned readings for the week.

## Blackboard and Email Technical Support

If you have technical problems using **Blackboard**, contact the SPC Tech Support staff at 806-716-2180, Mon-Fri, 8 am – 4 pm; or email [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu) or go to <https://help.blackboard.com>. You can also call Blackboard Support at (800)424-9299. If you are having problems accessing your **SPC email**, contact the SPC help desk at (806)716-2600 or at [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu).

## OTHER IMPORTANT POLICIES AND INFORMATION:

### Academic Integrity

Students are expected to do their own work on all quizzes, discussions, and exams. Failure to comply with this policy (e.g., plagiarism, cheating) will result in an F for the assignment and can result in an F for the course if circumstances warrant.

\*\*In the spirit of upholding academic integrity, I want to express my gratitude to my colleagues, Dr. Will Crescioni, Prof. Robyn Inmon, and Dr. Armida Rosiles for sharing their online syllabi with me. These colleagues regularly teach online courses and imparted their insights regarding information to include in an online syllabus. My syllabus is modeled after and draws heavily from Dr. Crescioni's beautifully formatted and worded syllabus, especially the sections on technology and missed work.

### Attendance and Drop Policy

Because this is a virtual classroom, I will take attendance based on your completion of exams by their due dates, completion of discussions by their due dates, and logging into the Blackboard page for this class. A student may be administratively dropped from this course for any of the following reasons:

- The student has not logged on to Blackboard (& thus not completed any work) for 7+ consecutive days.
- The student has not logged onto Blackboard by the 6<sup>th</sup> day of classes.

### Americans with Disabilities Act Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in class should notify the Disability Services Office early in the semester so appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577; Reese Center (Building 8) and Lubbock Center, 806-716-4675; or Plainview Center Main Office, 806-716-4302 or 806-296-9611.

## Diversity Statement

In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.