



Psyc 2314.002 - LifeSpan Growth and Development (F2F)

Course Syllabus: Spring 2026

“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”

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This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities. Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Office Hours

| On Campus | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------|---------|-----------------------------|-------------|--------|
| | 9:30-10:50am | | 9:30-10:50am 3:00-4:00pm | 1:30-5:30pm | NA |

Course Description:

Three hours of lecture each week.

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.

Prerequisite(s): None

Required Instructional Materials: Berk, L.E. (2023). *Development through the Lifespan*, 7th ed. Sage.
Publisher: Sage **ISBN Number:**

Optional Instructional Materials: None

Evaluation/Grading Policy:

There will be 2 quizzes and 4 exams over the textbook: All quizzes and exams will be in a multiple-choice format with possibly one essay question on each. **If you should miss an exam or quiz, there will be no make-up.** The first quiz will cover chapters 1 and 2 and will be worth 50 points and will be taken in the testing center. The remaining quizzes and exams will be taken in class. The second quiz will cover chapter 19, occur at the end of the semester, and will be worth 50 points. The regular exams and final exam will each count 100 points. **The final exam is optional** and students will receive an email invitation if the final exam might raise their grade. The final exam will be comprehensive and may be taken to replace the score on one previous exam. Dates listed on calendar.

There will be **4 empirical data sets** that as a class you will generate by answering survey questions. Individually you will be responsible for analyzing, graphically depicting and discussing the importance of the data as it impacts development. Each empirical data set will be **worth 25 points**. These **papers should be typed, double spaced**, written in 3rd person, in complete sentences and cited correctly. Students would benefit from learning to make graphs in Word, but you may hand draw the graphs. **No late work will be accepted. A zero will be entered for work not completed by due date.** Papers that are turned in 7 days early can earn 5 bonus points. Due dates listed on calendar. **Always put your name, class and section on every paper submitted.**

There will be three **Observations** papers each will be worth 100 points. You will write one observation paper from each pair: either infancy **or** toddlerhood (ch. 4, 5 & 6), either early childhood (ch. 7 & 8) **or** middle childhood (ch. 9 & 10), either adolescence (ch. 11 & 12) **or** early adulthood (ch. 13 & 14), and either middle adulthood (ch. 15 & 16) **or** late adulthood (ch. 17 & 18). Each observation paper will correspond to the age periods and chapters we are **currently** discussing in class. Please notice there are four pairs, so you could write four observation papers. **If you write all 4 papers, I will only count the 3 highest scores toward your total points.** These papers should be **typed, double spaced**, written in 3rd person, in complete sentences and cited correctly. **No late work will be accepted. A zero will be entered for work not completed by due date.** Papers that are turned in 7 days early can earn 5 bonus points. Due dates listed on calendar. **Always put your name, class and section on every paper submitted.**

Discussion questions are provided for each chapter. A participation grade will be determined by a student's preparation for and ability to participate in class discussion. Each set of Discussion question will be worth up to 5 points each (19 chapters x 5 points). There will be 4 sets of discussion questions for each chapter. In each Unit, students will be assigned to one of the four sets. Students are required to be prepared to answer questions from their assigned set. A student should write their answers down and have the answers available for their own benefit (and as evidence of preparation) on the day that chapter is discussed in class. It is in all students' best interest to be able to answer all 4 sets of discussion questions, but students will only be graded on their assigned sets. Students who are absent will earn 0 points for that day's discussion.

There will be **self-improvement** grades: Syllabus quiz worth 10 points, APA Quiz worth 16 points, email to professor 4 points, Office visit to review first Quiz worth 5 points, Office visit to review each of the 4 exams worth 5 points (20 pts total), office visit to review first Observation Papers and first empirical data set worth 5 points each (all reviews need to be completed within 1 week of grade being posted on Blackboard), visit with professor to check APA in-text citation and Reference on first Empirical Data paper at least 2 days prior to the due date, 2 SLO worksheets each worth 15 points and Enrichment Opportunity worth 5 points.

A maximum of 20 extra credit points are available in this course. Studying the text, coming to class, and doing the assignments are assumed to be sufficient work for this class. However, if bonus points are given for any reason, you will simply add all points together to get your final grade. Grades will be assigned on the basis of your points from assignments, quizzes, and major exams.

| | |
|----------------------|--------------|
| Empirical data sets: | = 100 points |
| Three Observations: | = 300 points |
| Four exams: | = 400 points |
| 2 quizzes: | = 100 points |
| Chapter Discussion: | = 95 points |
| Self-improvement: | = 105 points |

The grading scale below will be used to determine your final grade. In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products. The grades will be awarded on the following basis:

| Points | Percentage | Letter Grade |
|-----------|------------|--------------|
| 990-1100 | 90-100% | = "A" |
| 880-889 | 80-89% | = "B" |
| 770-779 | 70-79% | = "C" |
| 660-669 | 60-69% | = "D" |
| Below 659 | below 60% | = "F" |

Also, five (5) additional bonus points may be added for perfect attendance and submission of all work.

You may want to make the best grade possible so you qualify for membership in Psi Beta, which is the National Honor Society in Psychology. Ask me about the qualifications and what Psi Beta does here on our campus.

Course Structure and Overview:

This class will be delivered in a traditional face-to-face format. This means you will spend approximately 3 hours per week in class. You should expect to spend **no less than 9 hours a week outside of class** in preparation for this course. Please complete the assigned reading and answer the Chapter Discussion questions before that Chapter is covered in class. Expect to read everything!

Class attendance is required. Students are responsible for completing all assignments regardless of when they enroll or if they were absent. If you miss a class, you will be responsible for all information provided/discussed that day. The instructor will not repeat the lecture. It is the student's (including student athletes) responsibility to inform the instructor if they will be absent with as much advanced notice as is logistically possible. The instructor considers 3 absences excessive. A student may be dropped from class due to excessive absences (3) or disruptive behavior prior to the drop date.

Student Accommodations.

Students that have classroom accommodations from the Advising Office according to NTCC's ADA guidelines are responsible for ensuring that their accommodations have been received by the instructor and are responsible for communicating with the instructor about their accommodations. See also later in this syllabus for the official ADA Statement.

Late Enrollment of Students. Students that have enrolled in the course after the start of the semester are still responsible for all course material from the start of the semester. Due dates will not be changed for late-enrolled students. Late assignment policies will apply.

Student Responsibilities/Expectations

Plan to participate in class and be interested in the subject matter. It is always a good idea to smile and have a positive attitude in class. Come to class prepared and ready to be an active learner. Earning the grade and learning should go hand-in-hand.

Pay close attention to deadlines for all assignments. It is the student's responsibility to check Blackboard for important information/announcements regarding the course. Students should be working on course material every week. Do not wait until the last minute to complete and submit assignments in case of technology issues. Technical difficulties are no excuse for late assignments. **YOU CANNOT PASS THIS COURSE WITH OUT COMPLETING THE ASSIGNMENTS!**

If you do not understand an assignment or something that is said in class, talk to your professor (me) IN

PERSON BEFORE THE ASSIGNMENT IS DUE! Come see me during office hours.

Students are always expected to be respectful toward classmates and professor! Review Student Conduct in the Student Handbook.

Cell phones and computers are permitted in class. **Students may not record any portion** of the lecture without prior permission of the instructor. If permission is granted, all recorded materials are for the sole purpose of aiding the student in the completion of requirements for the course. Content recorded remains the property of NTCC and may not be duplicated for distribution and may not be sold to another party or uploaded to the internet.

Anyone who wishes to withdraw from class must take the responsibility to formally drop with the Registrar; otherwise a failing grade will be given if you just stop attending. You should consult with me about your grade before withdrawing. At any time, you are concerned about your grade, please talk with me. **Withdrawal Date (Drop Date) Thursday, April 16.**

Communications:

NTCC email is the official form of communication used by the college. This professor does not check and therefore does not respond to Blackboard or Teams messages. Email communications from non-NTCC email addresses will not be answered. Emails will be responded to within 24 hours Monday through Thursday. If you do not receive a response within 24 hours, then the email was not received. When you email the professor, **include your class and section number in the subject line**. I will also post reminder information through blackboard announcements. You should check your NTCC email daily.

If the professor is late to class, you should check with the building secretary and wait 15 minutes before leaving.

Minimum Technology Requirements:

You must have access to a computer to take this course. Your computer needs to have Windows XP SP3 or later or MAC OS X10.3 or higher. You will need Office 2003 or higher, and you will need broadband internet access. You can check your operating system by right clicking on the My Computer icon on the home screen. You can check your word processing program by going to Start and clicking on All Programs. You will find your Office program there. As a student, you can download Microsoft Office for free.

Required Computer Literacy Skills:

Students should be comfortable with and possess the following skill sets: 1. Self-discipline 2. Problem solving skills 3. Critical thinking skills 4. Enjoy communication in the written word.

In order to be successful in this course, students should minimally possess the following technical skills:

- 1) The ability to properly use email, attach documents to email, and open, download, and save attachments
- 2) The ability to properly update personal computer settings
- 3) The ability to properly utilize online help when needed
- 4) The ability to properly use a word processing application
- 5) The ability to properly print an electronic file to a printer
- 6) The ability to properly submit files in the Blackboard assignment windows
- 7) The ability to properly save documents in a .pdf format and save in an electronic form in multiple places, e.g. computer hard drive, portable flash drive, cloud storage, etc.
- 8) The ability to properly connect to a broadband internet system

- 9) The ability to properly search for and locate information on the internet
- 10) The ability to properly scan documents for electronic submission. *NOTE: Free mobile phone applications are available that can substitute for a scanner. Scanned assignments must be submitted in pdf format through Blackbaord.*

Student Learning Outcomes:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic, and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

Core Curriculum Purpose and Objectives:

Through the 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.

Courses in the foundation area of social and behavioral sciences focus on 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.

Core Curriculum Objectives for the social and behavioral sciences:

Critical thinking:

CT1: Students will demonstrate the ability to 1) analyze complex issues, 2) synthesize information, and 3) evaluate the logic, validity, and relevance of data.

CT2: Students will demonstrate the ability to 1) make informed decision, 2) arrive at reasoned conclusions, 3) solve challenging problems, and 4) use knowledge and understanding in order to generate and explore new questions.

Communication Skills:

CS1: Students will effectively develop, interpret and express ideas through written communication. CS2: Students will effectively develop, interpret and express ideas through oral communication within a specific timeline.

CS3: Students will effectively develop, interpret and express ideas using visual communications components.

Empirical and Quantitative Skills:

EQS1: Students will manipulate numerical data or observable facts by organizing and converting relevant information into mathematical or empirical forms (e.g. equations, graphs, diagrams, tables, or words).

EQS2: Students will analyze numerical data or observable facts by processing information with correct calculations, explicit notations, and appropriate technology.

EQS3: Students will draw informed conclusions from numerical data or observable facts that are accurate, complete, and relevant to the investigation.

Social Responsibility:

SR1: Students will demonstrate understanding of intercultural competence.

SR2: Students will demonstrate knowledge of civic responsibility.

SR3: Students will demonstrate the ability to engage effectively in regional, national, and global communities.

A ZERO WILL BE GIVEN FOR ANY WORK THAT IS PLAGIARIZED. A ZERO WILL ALSO BE GIVEN FOR COLLUSION AND COPYING OF ANOTHER'S WORK.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

This means the students can work together to complete homework, but no student may simply copy the work of another student.

Statement Regarding the Use of Artificial Intelligence (AI) Technology:

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). Generative AI is a subset of AI that utilizes machine learning models to create new, original content, such as images, text, or music, based on patterns and structures learned from existing data (Cornell, Center for Teaching Innovation). Unauthorized use of generative AI tools to complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Individual course instructors may set their own policies regulating the use of generative AI tools in their courses, including allowing or disallowing some or all uses of such tools. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. **(Adapted from the Stanford University Office of Community Standards-- accessed August 31, 2023)**

Academic Integrity

Students are expected to do their own work in this class, in college and at the university, in their careers, and in life in general. To this end, in this course, it is expected that anything submitted for a grade is a student's own work and represents their personal efforts.

- ✓ Students are not to use artificial intelligence (AI) or any internet resources on any work submitted for a grade in this course, unless otherwise instructed by the professor.
- ✓ Work that appears to have unauthorized use of internet resources or AI will earn a grade of zero.
- ✓ Work that appears to be copied from other present or former students of this course will earn a grade of zero.
- ✓ Students that have committed more than one violation of Academic Integrity will earn an "F" in the

course.

- ✓ Cheating of any form on any exam is not allowed. Unless expressly told otherwise, students are to work on their own in silence on their own exam. Students found cheating on any exam in this course will earn an "F" in the course.

The goal of this course to teach students the course material, and students in this majors-level course will be required to use this material in future courses and in their careers; in addition, a strong understanding of psychology leads to greater understanding of the world around us. Violating Academic Integrity undermines these core values of education. Additionally, students that cheat their way through college courses become workers that cannot perform their duties or university students that do not understand the basic material taught to them in college. This behavior reflects poorly on the student, their instructors, and the college as a whole. This behavior damages the reputation of the instructors and the institution in the eyes of the community.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to: online through the BlackBoard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, BlackBoard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the BlackBoard course site.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education

institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):

You will find a calendar with the course due dates listed in the Start Here folder. Please print that calendar and bring to class.

Calendar

Week 1: Syllabus and Chapter 1 (History, Theory, and Research Strategies)

Week 2: Chapter 2 (Genetic and Environmental Foundation)

Week 3: Chapter 3 (Prenatal Development, Birth, and the Newborn)

Week 4: Chapter 4 (Physical Development in Infancy and Toddlerhood)
Chapter 5 (Cognitive Development in Infancy and Toddlerhood)

Week 5: Chapter 6 (Emotional and Social Development in Infancy and Toddlerhood)

Week 6: Chapter 7 (Physical and Cognitive Development in Early Childhood)
Chapter 8 (Emotional and Social Development in Early Childhood)

Week 7: Chapter 9 (Physical and Cognitive Development in Middle Childhood)
Chapter 10 (Emotional and Social Development in Middle Childhood)

Week 8:

Week 9: Chapter 11 (Physical and Cognitive Development in Adolescence)
Chapter 12 (Emotional and Social Development in Adolescence)

Week 10: Chapter 13 (Physical and Cognitive Development in Early Adulthood)
Chapter 14 (Emotional and Social Development in Early Adulthood)

Week 11:

Week 12: Chapter 15 (Physical and Cognitive Development in Middle Adulthood)
Chapter 16 (Emotional and Social Development in Middle Adulthood)

Week 13: Chapter 17 (Physical and Cognitive Development in Late Adulthood)
Chapter 18 (Emotional and Social Development in Late Adulthood)

Week 14: Thanksgiving

Week 15: Chapter 19 (Death, Dying, and Bereavement)

Week 16: Final

Syllabus Quiz

1. What is your class and section number? Psyc _____.
2. When you email your professor, include _____ and _____ in the subject line.
3. Will late work be accepted? Yes No
4. How many points will you lose if you do not review your quizzes, exams and first two papers? _____
5. Do your papers have to be typed and double-spaced? Yes No
6. If you do not understand an assignment or something said in class, you should _____
7. How many observation papers will count toward your final grade? _____
8. Can a student earn discussion participation points on days they are absent? Yes No
9. I have read and reviewed Northeast Texas Community College's Academic Integrity Policy. I hereby agree to abide by its standards and those set out in the syllabus throughout this course. Yes No
10. Will your instructor respond to Blackboard or Teams messages? Yes No

***Complete online prior to the second Friday of the semester. Failure to complete the will result in removal from the class.** This quiz is worth up to 10 points when submitted with your signature.

My signature below indicates that I have read the syllabus and understand the requirements of this class. I understand that it is in my best interest to attempt all assignments and discuss in person with the professor anything I do not understand.

Print Name

Signature