**Psyc 2314.001 LifeSpan Growth and Development (Sync)**

**Course Syllabus:** Spring 2021



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

**Instructor: Dr. Karyn Skaar**

**Office:** H128A

**Phone:** 903.434.8293

**Email:** kskaar@ntcc.ecu

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| **Office** **Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| 6-9pm via Zoom |  |  | 6-9pm via Zoom | 9:30am-12:30pmBy appointment only |  |

***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.*

**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

**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.

**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. All quizzes and exams will be online and proctored via Zoom. This means you will join Zoom, turn the video on, and begin the exam. **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. 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**. 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. You may hand draw the graphs. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

There will be three **Observations paper**s each will be worth 100 points. 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). **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. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

There will be **self-improvement** grades: Syllabus quiz worth 10 points, APA Quiz worth 16 points, Zoom Office visit to review first Quiz worth 5 points, Zoom Office visit to review each of the 4 exams worth 5 points (20 pts total), Zoom office visit to review first Observation Papers and first empirical data set worth 5 points each (all reviews should be completed within 1 week of grade being posted on Blackboard), and a comprehensive SLO quiz worth 30 points.

There will be 20 **attendance grades** each worth up to 2.5 points. There will be a Kahoot quiz on the first day of class and for every day that we discuss a textbook chapter. There will be five questions on each quiz. You will receive .5 points for each question you answer. The questions will be presented at various times throughout the class period. The purpose is to document that you are in class. You cannot earn these points if you miss class. One extra credit point can be earned, if you answer all 5 correctly or if you earn the high score for the day.

Extra-credit is usually not 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.

Grades will be computed as follows:

 Three Observations: = 300 points

 Four exams: = 400 points

 2 quizzes: = 100 points

 Attendance grade: = 50 points

 Self-improvement: = 90 points

 Empirical data sets: = 100 points

The grading scale below will be used to determine your final grade.

Points Percentage Letter Grade

936-1040 90-100% = “A”

832-935 80-89% = “B”

728-831 70-79% = “C”

624-727 60-69% = “D”

Below 623 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.

# Required Instructional Materials: Berk, L.E. (2018). *Development through the Lifespan, 7th ed.* Pearson.

# Publisher: Pearson ISBN Number: ISBN 9780134419725

# Optional Instructional Materials: None

# Course Structure and Overview:

# Please complete the assigned reading BEFORE that Chapter is covered in class.

# Expect to read everything more than once! It is a good idea to take the practice quizzes in your text.

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# 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.

# 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.

# The syllabus quiz and acknowledgement form at the end of the syllabus must be completed and turned in or you will be dropped from the class.

# Communications:

# NTCC email is the official form of communication used by the college. I check my email several times each workday. If you do not receive a response within 24 hours, then the email was not received. Faculty are not to respond to students not using their NTCC email. When you email the professor, include your class and section number in the subject line. I will also post reminder information through blackboard announcements.

# Friday office hours are by appointment only.

# Institutional/Course Policy:

# Class attendance is required. If you miss a class, you will be responsible for information covered/discussed that day. The instructor will not repeat the lecture. As a courtesy, I will record classes via Zoom and post recordings on our Blackboard homepage under Zoom in Class Recordings. Most classes will include exercises and activities designed to increase your understanding of the material.

# Use of electronics in class is restricted to taking notes or working on psychology related websites if asked. You may be asked to use your cell phones during class or your computers.

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# Students may use audio and/or video recording devices to record lectures or portions thereof providing that they get permission from me. Materials recorded may only be used by the student to aid 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 miss more than 3 classes, you should consult with me about your grade before withdrawing. I reserve the right to drop you from class due to excessive absences (3) prior to the drop date or disruptive behavior. At any time you are concerned about your grade, you should talk with me.

# 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 .docx or .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.*

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

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# 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.

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# 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.

# 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.

# 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[.](http://www.ntcc.edu/index.php?module=Pagesetter&func=viewpub&tid=111&pid=1)

# 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):**

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. Is class attendance required? Yes No
3. Is the Final exam optional? Yes No
4. Is there a grade for reviewing your quizzes, exams and two papers? Yes No
5. Do your papers have to be typed and double-spaced? Yes No
6. How many points will you lose if you do not turn in the (4) empirical data sets? \_\_\_\_\_\_\_\_\_\_\_
7. How many observation papers will count toward your final grade? \_\_\_\_\_\_\_\_\_\_\_
8. What is the penalty for turning in papers late? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. What is the latest a late paper will be accepted? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. How many absences are considered excessive? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Turn in this quiz via TURNitIN by Thursday, January 19 by 6 pm for a self-improvement grade.**

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