



PSYC2314 – Lifespan Growth & Development

Course Syllabus: Summer 2026

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

Instructor: Wendy Mills

Email: wmills@ntcc.edu

Office Hours: Please contact me via email. Zoom appointments as needed.

Response Time: I will respond to all emails within 48 hours, except for weekends and holidays.

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:

This course is designed for students who wish to learn more about the study of human growth development and behavior while considering the impact of physical intellectual social and emotional aspects of growth from conception to maturity. Students will gain a better understanding of the study of human growth from conception to death acquire a basic knowledge of human development and develop a familiarity with psychological terms.

Course Goal

The goal of this course is to introduce students to the field of developmental psychology. In the process, students will begin to think critically and evaluate the biosocial, cognitive and psychosocial developmental processes that occur at every age range (conception through death) and how it affects everyday life.

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.

Evaluation/Grading Policy:

The breakdown of the course requirements is as follows:

%	Requirement
5%	Introductory Activities
10%	Observation Papers
10%	Assignments
40%	Module Quizzes
15%	Discussions
10%	Coffee Shop forum
10%	Semester project

Semester grades will be earned as follows

Percentage	Letter Grade
90% and above	A
80 %–89%	B
70 %–79%	C
60%–69 %	D
59.9% and below	F

Extra credit is not provided in the course. If you are not making the grade that you hoped for, please talk to me and I will try to give ideas that may help bring up your grade. I will not, however, provide any additional assignments that you could complete to bring up your grade

Late work is not accepted in this course. I do not accept any assignment late except in cases of extreme emergency. Students are to contact me at wmills@ntcc.edu to discuss any emergent situations and how to make up missed work.

Required Instructional Materials:

Development Through the Lifespan, 7th edition eBook

Publisher: Sage

ISBN Number: 978-1071895177

The electronic textbook is available in Blackboard as part of the course. On the Blackboard course site, look under the START HERE area for more textbook access information.

Minimum Technology Requirements:

In order to be successful in this course, students need to possess minimum technical skills such as the ability to send email, to attach documents to email, submit files through Blackboard, open and save attachments, type documents using a word processing application, and be familiar with web browsers.

1. You must have access to the Internet and email on a daily basis. If you do not have reliable and consistent internet access at home, at work, or in a public location, then you will need to withdraw from the course. Please check your Blackboard email and discussion board every day.
2. All assignments that are submitted MUST be in .doc, .docx, .rtf, or .pdf format. Formats other than this will NOT be accepted. Please submit your assignments through the Blackboard learning modules. Please do not submit assignments to my NTCC email address.
3. Videos are often utilized in this course, which will require speakers or earbuds/headphones and a graphics card.
4. Access to a printer is highly recommended for printing out important course documents.

Course Structure and Overview:

You must check your class calendar and know when assignments are due and submit them on time.

The course is divided into 5 modules.

Discussions and Assignments

Your chapter assignments can be found for each week in the "Modules" on the home page. Then click on the chapter for that week, then "Learning Activities and Assignments". These assignments must be completed and received by the deadlines stated in the class calendar. All chapter assignments and discussions must be completed and submitted on time. Points WILL NOT be given for late chapter assignments and discussions. You will earn a zero for these items that are received past 11:59pm. Chapter assignments will include exercises and hands-on activities designed to increase your understanding of the material. These should be submitted using Blackboard. Please do not email them to your instructor using NTCC email. If you do have trouble, please contact the Technology Help Desk for assistance. When a discussion question has been assigned, you must post your own answer in the Discussion Board feature on Blackboard. It should be well-written, in paragraph format just like a short essay.

Use correct spelling and grammar. In addition to posting your own answer, you must also reply to at least two different classmates. In your reply, you might tell them whether you agree or disagree with them and why, ask them questions about what they said, answer a question that they asked, debate them, challenge them, etc. Simply saying that you agree doesn't count. Just please remember to be respectful in

your comments – NO bashing allowed! Make sure you go back after you have posted your response to read your classmates' comments, so you don't miss anything. I encourage you to take the discussion questions seriously. They are not "busy work"; it is the best attempt at creating a traditional classroom environment where we would all be interacting with each other. Your grade will also be based on the quality and quantity of your responses and replies. Your participation is even more important in an online course than in a traditional on-campus class. Active class participation is expected.

This is the rubric used to grade discussions:

100 points – for posting your own answer plus responding to at least 2 classmates
66 points – for posting your own answer plus responding to one classmate
33 points – for posting your own answer but not responding to any classmates
0 points – for not completing the discussion or turning the discussion in late.

Quizzes

There will be 5 module quizzes.

All quizzes will be between 25-50 multiple-choice questions and will each count 100 points. They will all be taken online from any computer. You do not have to take them on campus. Exam questions will come from the textbook and the online chapter notes that are in Blackboard. You can find the notes in the "Chapter Notes" section. You will have a time limit for each quiz. Check the quiz instructions before you begin. You MAY NOT use your textbook, notes, or any additional resources for exams. You are asked to be honest and allow this testing to be based on your knowledge just as if you were in a classroom situation taking an exam. Once you open the exam, your time begins and you may not start and stop the time. When your time is over, you will not be allowed to continue. It is best to make sure you are not interrupted and can have the entire 1 hour to complete the exam without disruption. It is also best to save every answer as you finish each question. Should there be a computer problem, it will be indicated on your computer, and you will need to discuss this with me to make special arrangements to complete your exam. This is allowed only in very specific situations.

There are no make-ups for missing an exam unless there is an extreme emergency. If you miss an exam and did have an extreme emergency, contact the instructor within 48 hours of the quiz's deadline. Make sure to have proper documentation explaining the emergency.

Observation Papers

Two observation papers are required for every student in this course. Each observation is valued at 100 points. You are NOT to go to a school (public or private) to complete your observation. More detailed instructions, observation ideas, and consent forms can be found on the Blackboard course site.

SLO quiz

At the end of the semester, all students will be required to complete the SLO Quiz. This quiz is comprehensive, covering all chapters of material. This quiz will contain 30 multiple-choice questions. Students will have 45 minutes to complete the quiz. This quiz is mandatory. Students will not be allowed access to Module 5 Quiz until this SLO quiz has been completed.

Semester Project

Students will write a paper based on their own development and using empirical data. Further project instructions are listed on the course site.

Communications:

I do not have an office on campus. That means all of our communication will be through email. Please email wmills@ntcc.edu for the fastest response.

I will return emails promptly. Emails sent over the weekend will be returned on Monday. If you are working on a homework assignment or an exam on Saturday or Sunday and have problems, please email me but know that I might not respond until Monday.

CORE COMPETENCY 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 Competency 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 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.

Institutional/Course Policy:

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.

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

Employees and students shall be permitted to explore artificial intelligence (AI) and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes or as necessary to engage in research and shall never take the place of faculty, staff, and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security. A student shall only use AI tools with faculty permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work.

Example:

APA (7th edition)

OpenAI. (2026). ChatGPT (March 25 version) [Large language model]. <https://chat.openai.com/>

MLA (9th edition)

OpenAI. ChatGPT. 25 Mar. 2026, <https://chat.openai.com/>.

Employees or students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with policy. [See DH, DIA series, FFD series, FFE, FLB, and the FM series] AI Use by Employees and Students. Northeast Texas Community College 225500 TECHNOLOGY RESOURCES CRB ARTIFICIAL INTELLIGENCE

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 accommodation 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 accommodation as required to afford equal educational opportunity. It is the student's responsibility to request accommodation. 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 Schedule:

See course calendar in the START HERE module of the course site.