



**Division of Social and Behavioral Sciences
Psychology Department**

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

PSYC 2314 Lifespan Growth & Development | Lecture | CRN# 12401

Spring 2019 | Mini-Term (12.17.2018-1.9.2019)

HCC Online

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Denise R. Boyd, Ed.D.	Office Phone:	713-718-6534
Office:	Felix Fraga Campus	Office Hours:	By appointment
HCC Email:	Denise.Boyd@hccs.edu	Office Location:	Felix Fraga Campus

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

Please use only Canvas email to contact me after classes start. I will respond to emails within 24 hours. If you choose to call and leave a voicemail, please tell me your name, what course you are in, and what you are calling about. In most cases, I will respond by email rather than by phone.

What's Exciting About This Course

You will learn so much about your life and the lives of those around you in this "womb to tomb" class. Do you really know "where babies come from?" (Hint: It's not the stork or the cabbage patch!) Do you know how a one celled zygote differentiates and grows into a baby during the gestation? Can you describe how the brain develops and changes between conception and death? How about cognitive development and intelligence variations by gender and ethnicity? And how about what to expect as you approach late adulthood? Will you change careers several times? How about your personality over your lifespan—does it change or stay the same? And don't forget your relationships with others along the way.

My Personal Welcome

Welcome to Lifespan Growth & Development—I'm delighted that you have chosen this course. One of my passions is to know as much as I can about human development, and I can hardly wait to pass that on. As you read and wrestle with new ideas and facts that may

challenge you, I am available to support you. The fastest way to reach me is by Canvas email. My goal is for you to finish this course with a better understanding of yourself and of human development. So please contact me whenever you have a question.

Prerequisites and/or Co-Requisites

The minimum requirements for enrollment in PSYC 2314 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCC Student Handbook](#).

Eagle Online Canvas Learning Management System

This is a fully online class that will use [Eagle Online Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) for all assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE FIREFOX OR CHROME AS YOUR BROWSER**.

HCC Online Information and Policies

I encourage you to visit the HCC Online information pages. They contain a great deal of useful information about system requirements for using Canvas, HCC Online policies, and support services that are available for students in online classes. Here is the link to HCC Online: <http://www.hccs.edu/online/>.

Scoring Rubrics, Assignment Instructions, etc.

Look in Eagle Online Canvas for the scoring rubrics for assignments, assignment instructions, exam instructions, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information



The textbook listed below is **required** for this course. ***Lifespan Development*** (8th edition) by Boyd and Bee (Pearson). ISBN: 0135192617.

It is included in a package that contains the text as well as an access code that may be purchased at the [HCC Bookstore](#). You may either use a print copy of the book or rent the e-book from the publisher. Order your book here: [HCC Bookstore](#)

Temporary Free Access to E-Book

To get temporary free access to a digital version of the text for a limited period of time click the Pearson Revel link in the Canvas course menu.

Other Instructional Resources

Publisher's Digital Workbook

A "digital workbook" is a premium website that includes an e-book as well as practice quizzes, videos, and other useful study tools. The digital workbook that accompanies the required text in this class is Pearson Revel. It is not required, but I award up to 100 points extra credit for completing the Revel Chapter Exams.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

PSYC 2314 is a developmental psychology course designed to provide an understanding of human behavior and characteristics from conception through death. This course includes information on physical, cognitive, and psychosocial changes throughout the lifespan. Theory, research, and applications are covered.

Core Curriculum Objectives (CCOs)

PSYC 2301, PSYC 2314, PSYC 2316, and PSYC 2319 satisfy the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that these courses address the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a

written assignment such as a book report, research paper, or essay.

- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

Program Student Learning Outcomes (PSLOs)

Can be found at:

<http://www.hccs.edu/programs/areas-of-study/social--behavioral-sciences/psychology/>

Course Student Learning Outcomes (CSLOs)

Upon completion of PSYC 2314, students will be able to

- Demonstrate knowledge of concepts, facts, and theoretical perspectives in the major sub-fields of psychology.
- Define and identify the research methods used in psychology, including the strengths and weaknesses of each method.
- Demonstrate knowledge of and identify concepts related to personal development and the development and behavior of others.
- Apply psychological concepts to the solution of issues and problems including ethics, coping with stressful events, health and wellness, parenting, learning, memory, and /or evaluation of media presentations.

Learning Objectives

Learning Objectives for each CSLO can be found at [Learning Objectives for PSYC 2314](#)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make ups
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Please carefully review all of the information in this section and don't hesitate to ask questions if anything is unclear to you. Be assured that I have thoughtfully designed all of the assignments, exams, and activities in this course to enable you to learn the material and to be successful. By providing due dates, I am helping you stay on track and accomplish your goal of getting the best grade you can in this course.

Written Assignment(s)

Article Summary and Oral Report (200 Points)

- Visit <http://www.apa.org/news/psycport/> and choose an article about research involving infants, young children, school-aged children, or adolescents.
- Your article MUST come from the links that are posted on the landing page at <http://www.apa.org/news/psychport/>.
- Part 1: Article Summary (**150 points**)
 - at least 250 words long
 - Include an APA style reference for the article.
 - Click "Submit Assignment" and type or paste your summary in the text box that opens.
- Part 2: Oral Report (**50 points**).
 - Make a 1- to 2-minute video of yourself doing the following:
 - Speaking about how you think the research and/or ideas in the article apply to parenting, education, or health.
 - Include a close-up of your photo ID.
 - Click "Submit Assignment" again and upload your video file **OR** attach the video file to a comment.
- Failure to submit a video or to include your photo ID in your video will result in a grade of zero (0) on Part 1 and Part 2 of the assignment.

Grading Criteria

- Summary includes the article's main points: 50 points (-5 for each main point missing)
- Summary includes no errors in spelling, grammar, or punctuation: 5 points (all or none; one error means zero points for this criterion.)
- Summary includes a correct APA-style reference for article: 20 points (1-point deduction for each error.)
- Oral report includes comments about application of article to parenting, education, or health. 25 points (-5 for each missing element)
- Photo ID submitted with oral report: Zero (0) on both Part 1 and Part 2 if video and/or ID not submitted.
- **Late Penalty 20 points**

Exams**Unit Quizzes (400 Points)**

- 50 multiple-choice questions each
- No time limit (i.e., open book; log in, save work, log out, etc.)
- Unlimited attempts (Each attempt comprised of different questions)
- Each question worth 2 points
- Highest score counts
- All Unit Quizzes are available at the beginning of the term.
- All quiz attempts must be completed by 11:59 p.m. on the due dates.
- Grades will be available immediately after quizzes are completed.
- Correct answers are not provided.
- **Late penalty: 10 points for each Unit Quiz submitted after the due date**

Mid-Term Exam (200 Points)

- LockDown Browser required (Click LockDown Browser in the Canvas course menu to download)
- Chapters 1-12 (Units 1-3; See exam blueprint in Mid-Term Exam module)
- 100 multiple choice questions, 2 points each
- Exam format
 1. 2-hour time limit
 2. One attempt
 3. Must be completed in one sitting
 4. One question at a time with no back-tracking to change answers
- Available only during period in course calendar
- Exam must be completed by 11:59 p.m. on the due date.
- Grades will be available after the exam closes.
- Correct answers are not provided.
- No retakes; no resets
- **Late penalty: 20 points**

Other Assignments and Activities**Extra Credit**

Students can earn up to 100 points extra credit by completing the Chapter Quizzes in Revel. Points awarded will be based on the percentage of questions answered correctly out of the 285 chapter exam questions available (15 questions per chapter; 19 chapters). For example, if a student completes the Chapter Exams for Chapters 1-19 and answers 200 of the questions correctly, she or he will earn 70 extra credit points ($200/285=.70.2$). If a student completes the Chapter Exams for only Chapters 1-5 and answers 57 questions correctly, she or he will receive just 20 extra credit points ($52/285=.20$).

Comprehensive Final Exam

There will be a comprehensive final exam in this course. It will count **200 points**.

- LockDown Browser required (Click LockDown Browser in Canvas course menu to download)
- Chapters 1-19 (Units 1-4; see exam blueprint in Final Exam Module)
- 100 multiple choice questions; 2 points each
- Exam format
 - 2-hour time limit
 - One attempt
 - Must be completed in one sitting
 - One question at a time with no back-tracking to change answers
- Available only during period in course calendar
- Exam must be completed by 11:59 p.m. on the due date.
- Grades will be available immediately after exam is completed.
- Correct answers are not provided.
- No retakes; no resets
- **Late penalty: 20 points**

Students who miss the final exam must discuss their absence with the instructor in advance or within 24 hours afterward. A zero will be entered in the grade book for students who do not contact the instructor within 24 hours after missing the final exam.

Grading Formula

Course grades are based on total points with a maximum of 1,000 points possible.

Written Assignment(s)	200
Unit Quizzes	400
Mid-Term Exam	200
Comprehensive Final Exam	200
Total	1,000
Maximum Extra Credit	100

Grade	Total Points
A	900+
B	800-899
C	700-799
D	600-699
F	<600

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Notes

1. Unit quizzes are available at the beginning of the term and may be completed any time prior to the deadlines. Don't wait!
2. Second and subsequent attempts on unit quizzes that are submitted after the due dates are counted as late submissions. Late penalties will apply.
3. The Written Assignment (Article Summary/Oral Report) is available at the beginning of the term and may be completed any time prior to the deadline. Don't wait!
4. The Mid-Term Exam and Final Exam are not available until the dates stated in the calendar.
5. I accept all late work. For this reason, all quizzes, exams, and video journals will continue to be available after their due dates, including the Mid-Term Exam and the Final Exam.

Week	Dates	Topics/Chapters/What's due
1	12/17-12/23	<p>12/19 Census Day</p> <p><u>Unit 1 Readings</u></p> <p>Chapter 1 Introduction</p> <p>Chapter 2 Theories</p> <p>Chapter 3 Prenatal Development</p> <p><u>Unit 2 Readings</u></p> <p>Chapter 4 Physical and Perceptual Development in Infancy</p> <p>Chapter 5 Cognitive Development in Infancy</p> <p>Chapter 7 Physical and Cognitive Development in Early Childhood</p> <p>Chapter 9 Physical and Cognitive Development in Middle Childhood</p> <p>Chapter 10 Physical and Cognitive Development in Adolescence</p>

		<p>Unit 1 Quiz due by 11:59 p.m. on 12/23</p> <p>Unit 2 Quiz due by 11:59 p.m. on 12/23</p>
2	12/24-12/30	<p>12/25 Christmas Day</p> <p><u>Unit 3 Readings</u></p> <p>Chapter 6 Social and Personality Development in Infancy</p> <p>Chapter 8 Social and Personality Development in Early Childhood</p> <p>Chapter 10 Social and Personality Development in Middle Childhood</p> <p>Chapter 12 Social and Personality Development in Adolescence</p> <p>Unit 3 Quiz due by 11:59 p.m. on 12/30</p> <p>Mid-Term opens at 12:00 a.m. on 12/29 and is due by 11:59 p.m. on 12/30</p>
3	12/31-1/6	<p>1/1 New Year's Day</p> <p>1/3 Last Day to Withdraw</p> <p><u>Unit 4 Readings</u></p> <p>Chapters 13-14 Early Adulthood</p> <p>Chapters 15-16 Middle Adulthood</p> <p>Chapters 17-18 Late Adulthood</p> <p>Chapter 19 Death and Dying</p> <p>Unit 4 Quiz due by 11:59 p.m. on 1/6</p> <p>Article Summary/Oral Report due by 11:59 p.m. on 1/6</p>
4	1/7-1/9	<p>Revel Extra Credit deadline 11:59 p.m. on 1/7</p> <p>Final Exam opens at 12:00 a.m. on 1/7 and is due by 11:59 p.m. on 1/8</p> <p>Late Work deadline 11:59 p.m. on 1/8</p>

Syllabus and Calendar Modifications

The instructor reserves the right to modify the syllabus and/or course calendar at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

I accept all late work. For this reason, all quizzes, exams, and video journals will continue to be available after their due dates, including the Mid-Term Exam and the Final Exam. A late penalty of 10% will be applied to all late work.

Academic Integrity

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Any instance of scholastic dishonesty may be reported to the Maxiant system. Possible punishments for scholastic dishonesty include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Students for disciplinary disposition. Students have the right to appeal the decision.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Policy

In an online class, *attendance* is defined as logging in and completing assignments. Students who have not logged in and begun working on assignments by "Census Day" (see Course Calendar) will be dropped for non-attendance.

Student Conduct

I expect students to conduct themselves in a professional, courteous, respectful manner when communicating with me and other students in the course.

Instructor's Course-Specific Information

When contacting me by email, please take the opportunity to practice using professional courtesy by referring to me as "Dr. Boyd." Quiz and exam grades will be available to students upon completion. Written Assignment grades will be posted within 48 hours of the assignment deadline.

Psychology Program Information

Majoring in Psychology

Visit the [Psychology Program Pages](#) on the Learning Web for information about our faculty and courses. You will also find information about majoring in psychology.

Student Organizations

Psi Kappa

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook page](#).

Psi Beta

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta website](#). For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

HCC Foundation: Psychology Achievers Scholarship

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Incomplete Grades
Academic Support	International Student Services
Attendance, Repeating Courses, and Withdrawal	Health Awareness
Career Planning and Job Search	Libraries/Bookstore
Childcare	Police Services & Campus Safety
disAbility Support Services	Student Life at HCC
Electronic Devices	Student Rights and Responsibilities
Equal Educational Opportunity	Student Services
Financial Aid TV (FATV)	Testing
General Student Complaints	Transfer Planning
Grade of FX	Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
 Director EEO/Compliance
 Office of Institutional Equity & Diversity
 3100 Main
 (713) 718-8271
 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Department Chair Contact Information

Dr. Karen Saenz
Karen.Saenz@hccs.edu
713-718-7034