

Spring 2018

Angelina College
Liberal Arts-Social Behavioral Sciences (Internet)
PSYC 2314- Life-Span Growth & Development.

I. BASIC COURSE INFORMATION:

A. Course Description:

PSYC 2314- Life-Span Growth & Development. Three hours credit.

Life-Span Growth and Development is a study of development from conception to death with emphasis on factors, which influence growth, and development. Consideration will be given to social, emotional, cognitive, and physical growth.

B. Intended Audience:

The intended audience is any student who desires to improve their knowledge and understanding of psychology and meet the requirement of their academic program.

C. Instructor:

Office Location: SBS 101B

Office Hours:

Blackboard Collaborate by appointment

Office Location: SBS 101B

Office Hours:

M 10:50-11:20 1:10-2:20

W 11-1:00

T 2:30-4:00

R 11:00-11:25 3:30-4:30

Phone: (936) 465. 6724 (Cell)

E-mail Address: bjackson@angelina.edu

II. INTENDED STUDENT OUTCOMES:

A. Core Objectives Required for this Course

1. Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. Social Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

B. Course Learning Outcomes for all Sections

Upon successful completion of this course, students will:

1. Identify the stages of the developing person at different periods of the life span from birth to death.

2. Identify 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. Identify the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Identify 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. Demonstrate critical thinking and cognitive processing abilities by careful, thoughtful reading and clear written expression through written assignments and class interaction.
8. Identify the various causes or reasons for disturbances in the developmental process.

III. ASSESSMENT MEASURES

A. Assessments for the Core Objectives:

- 1. Critical Thinking:** Students will demonstrate the ability to think creatively, to innovate, inquire, and analyze, evaluate and synthesize information. Outcome will be assessed using the Angelina College standardized rubric.
- 2. Communication:** Students will demonstrate the ability to effectively develop, interpret and express ideas through written, oral and visual communication. Outcome will be assessed using the Angelina College standardized rubric.
- 3. Empirical and Quantitative Skills:** Students will demonstrate the ability to manipulate and to analyze numerical data or observable facts resulting in informed conclusions. Outcome will be assessed using the Angelina College standardized rubric.
- 4. Social Responsibility:** Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making. Outcome will be assessed using the Angelina College standardized rubric.

B. Assessments for Course Learning Outcomes

Upon successful completion of this course, students will:

1. Students will demonstrate the ability to identify the stages of the developing person at different periods of the life span from birth to death. Outcome will be assessed using the Angelina College standardized rubric.
2. Students will demonstrate the ability to identify the social, political, economic, and cultural forces that affect the development process of the individual. Outcome will be assessed using the Angelina College standardized rubric.
3. Students will demonstrate the ability to identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting. Outcome will be assessed using the Angelina College standardized rubric.
4. Students will demonstrate the ability to identify the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change. Outcome will be assessed using the Angelina College standardized rubric.
5. Students will demonstrate the ability to identify the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic). Outcome will be assessed using the Angelina College standardized rubric.
6. Students will demonstrate the ability to identify examples of some of the cultural and

ethnic differences that influence development throughout the lifespan. Outcome will be assessed using the Angelina College standardized rubric.

7. Students will demonstrate the ability to identify the various causes or reasons for disturbances in the developmental process. Outcome will be assessed using the Angelina College standardized rubric.

IV. INSTRUCTIONAL PROCEDURES:

- A. Methods used to teach this class will include lectures, discussion, web based instruction, exams and written assignments.

V. COURSE REQUIREMENTS AND POLICIES:

- A. A Topical Approach to Life-Span Psychology 7th edition (Connect Access card)
- B. See Calendar for Assignment dates

B. Course Policies – This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

1. **Academic Assistance** – Academic Assistance – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Maria Lopez or Steve Hudman in room 200 of the Student Center. At a postsecondary institution, you must self-identify as a person with a disability; Ms. Lopez and Mr. Hudman will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by phone at (936) 633-5292 or by email shudman@angelina.edu.
2. **Attendance** –You must sign in and do your Post a Question/Answer a question. You could be dropped if you do not demonstrate any activity in the class. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.
3. **Additional Policies Established by the Instructor**

Conduct

I have a few codes of conduct. Please be nice to each other on the discussion board. Use proper internet etiquette. If you have, a problem please let me know.

PROTECT YOUR GPA!

To avoid getting an F in this or any class, when you decide to no longer attend class, DROP THE CLASS OFFICIALLY!

Communication

You may contact me through the blackboard email or by phone.

Participation

Participation in the form of postings and discussions are expected. You will receive a grade for participating.

Expectations

I expect you to read the textbook. Do not get behind in your reading. If you get behind, you will fail. I expect you to work hard in my class. Make earning an A your goal. You may not earn an A, but the only way to do well in any course is to shoot for the A. If you shoot for the moon and do not make it, at least you are among the stars. However, if you shoot for the trees and do not make it, you will hit the ground hard. Aim high.

Connect Learn Smart Modules

There are 16 Learn Smart assignment that you must complete. They can be found in the Content section of the blackboard. You will also have a comprehensive final.

Assigned Work

Please make two copies of all assigned work submitted. Submit one to me, and keep one for yourself throughout the duration of the semester. Submit your work via the **Blackboard assignment drop box**. Save your work as a **rich text file** and send it as an attachment. If you do not know how to attach a document, contact me. You are responsible for all information in the book. You are responsible for asking me about missed work. Part of my job as an Instructor is not only to teach you Psychology, but also to prepare you for what lies ahead, whether it is joining the workforce or more years as a student. I take my job seriously.

Late Assignments

Late assignment, will receive a 10% penalty for each day that the assignment is late.

VI. COURSE OUTLINE

- **16 Learn Smart Modules (Connect)**
- **Participation Grade:** Discussion Board.
- **Midterm (Chapters 1-9)**
- **Comprehensive Final**
- **Case Study Report**
- **Annotated Bibliography**
- **Research Paper**
- **Extra Credit:**

Create your own tests that consist of three chapters; 1,2,3; 4,5,6; 7,8,9; 10,11,12; 13,14,15. Test must be 50 questions long and must include the answers. In addition, the test cannot be all-true false.

VII. EVALUATION AND GRADING:

A = 89-100

B=79-88

Spring 2018

C=69-78

D=59-68

F= 58 and below

All grades are equal. To find the course average, add all the grades together and divide by the number of grades. You will have twelve total grades in this course.

(23 divided by 22 grades. Learn-smart chapter 16 will be counted as extra credit.)

Assignments Calendar

Turn in Case study in Dropbox – February 18, 2018

Chapters 1-9 – March 25, 2018

Take your Midterm via the Blackboard left side menu – March 30-31, 2018

Turn in Annotated Bibliography in Dropbox – April 1, 2018

Turn in Research Paper in Dropbox – April 22, 2018

Complete the 32 Post a question “Leave a question” discussions –April 30, 2018

Chapters 10-16 –May 1, 2018.

Comprehensive Final – May 4-6, 2018.