



Angelina College
Liberal Arts-Social Behavioral Sciences PSYC2314 and Developmental Psychology

I. BASIC COURSE INFORMATION:

A. Course Description:

PSYC 2314 – Developmental Psychology. 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.

Intended Audience:

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

Instructor: M. Akers

Office Location: N/A

Office Hours: M-F, 8am-3pm Phone: 936-615-6936

E-mail Address: makers@angelina.edu

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

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



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. Student will be required to choose a global or corporate organization, research its contribution to society, and then write a one page paper, giving factual information about their choice, explain their interest in the organization or social-cause and explain how their social responsibility involvement might impact their community
- 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. Student will be required to choose a global or corporate organization, research its contribution to society, and then write a one page paper, giving factual information about their choice, explain their interest in the organization or social-cause and explain how their social responsibility involvement might impact their community.
- 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. Student will be required to choose a global or corporate organization, research its contribution to society, and then write a one page paper, giving empirical and factual information about their choice, explain their interest in the organization or social-cause and explain how their social responsibility involvement might impact their community
- 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. Student will be required to choose a global or corporate organization, research its contribution to society, and then write a one page paper, giving factual information about their choice, explain their interest in the organization or social-cause and explain how their social responsibility involvement might impact their community.

Assessments for Course Learning Outcomes

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 critical thinking and cognitive processing abilities by careful, thoughtful reading and clear written expression through written assignments and class interaction. Outcome will be assessed using the Angelina College standardized rubric.
8. 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.

INSTRUCTIONAL PROCEDURES:

A. Methodologies common to all sections

Methodologies which are utilized in presenting course content include (but are not limited to) lectures, class discussions, audio-visual presentations, written assignments, and critical thinking exercises.

Methodologies determined by the instructor

Students will use research projects to facilitate learning.

COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks and Recommended Readings, Materials and Equipment

Santrock, John W. (2018). A Topical Approach to Life-Span Development, 9th ed. ISBN 978-0-07-786199-5
Computer with internet access.

Angelina College Blackboard: http://www.angelina.edu/distance/blackboard_info.html

B.

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

A.1. 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 Karen Bowser, Room 208 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Bowser 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, Student Center Building, Room 101 or 936-633-5292 or by email shudman@angelina.edu.

A.2. Attendance – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. **You must officially drop a class or risk receiving an F.** This is official Angelina College Policy.

A.2.a. The Admissions Office will notify you if an instructor drop occurs. You may be re-admitted to class following the first drop by obtaining a Re-Admit form from the Admissions office and ONLY upon approval from the instructor. ANY additional absences may result in a second drop, which will be FINAL.

A.2.b. If a student is late for class, it is that student's responsibility to ask the instructor to erase the "absence" for the class when class is dismissed. "Tardies" will not be counted.

A.2.c. If for any reason you decide to no longer attend the class on a permanent basis, it is YOUR RESPONSIBILITY to formally withdraw from the class in the Admissions Office. Do not assume that you will be dropped from the class.

Additional Policies Established by the Instructor

Plagiarism/Cheating:

Plagiarism (intentional or unintentional), collusion, or cheating (in ANY form) **WILL** result in a grade of "F" for the course. Each student's work must be original and their own work.

Q: What is plagiarism?

A: n. the practice of taking someone else's work or ideas and passing them off as one's own. Copying the work of another, word for word, EVEN WITH citation of the source is plagiarism. As is using another person's ideas or research without citations. ALL factual information that is not "common knowledge" must be backed up with citations.

**Cell phones:**

Cell phones, pagers, recorders, or other devices for recording or transmitting information are PROHIBITED in class without prior instructor approval. The use of these devices MAY result in confiscation of the device, expulsion from the classroom, and/or a grade of “F” for the course. Turn cell phones or other devices OFF before entering the classroom.

The following standards, policies, and restrictions apply to all students

1. It is the student's responsibility to get all work in to the instructor ON TIME. Missed work will be considered a “0” without a valid or legal written excuse. Parent notes are NOT valid. The instructor is under **no obligation** to allow make up work or tests. If a student is absent because of a school trip, that student must finish all work BEFORE the trip. If a make-up test is allowed, it will be in essay form. There will be no make-up opportunities for missed quizzes.
2. Instructors are in no way responsible for advising a student of what assignments or tests that student may have missed during an absence. It is the student's responsibility to find out what work was done and what assignments were made during that absence. Ignorance of a test or assignment will not be considered an excuse for the student to delay taking a test or turning in an assignment with or before the rest of the class.

Class participation and other policies:

1. Participation is expected by each student in each discussion. Each student is expected to complete all assignments.
2. Respect for classmates and instructors is expected at all times.
3. Do not prepare to leave the classroom until class is dismissed. Material will be presented until class is dismissed.
4. No eating, drinking, tobacco (of any kind) or drugs are permitted in the classroom.
5. Visitors are not allowed in the classroom without special permission.
6. Appropriate and relevant conversation is expected and required in class. However, social conversations are inappropriate during class.
7. Do not work on assignments for other courses during this class.
8. Disruptive behavior will not be tolerated and constitutes grounds for removal from the classroom and possibly the course.
9. Sunglasses, hats, bathing suits, “sagging” pants, and other inappropriate attire will not be permitted.
10. There are no firearms or threats of violence of any kind permitted in the classroom. Students must be physically safe to be cognitively challenged.

Academic Freedom -

The college experience frequently questions, researches, evaluates and assesses controversial issues. The classroom may serve as a forum for the presentation of a variety of ideas, none of which are intended injuriously.

COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.

- Chapter 1: The Life-Span Perspective
- Chapter 2: Biological Beginnings
- Chapter 3: Physical Development and Biological Aging
- Chapter 4: Health
- Chapter 5: Motor, Sensory, and Perceptual Development
- Chapter 6: Cognitive Developmental Approaches
- Chapter 7: Information Processing
- Chapter 8: Intelligence
- Chapter 9: Language Development
- Chapter 10: Emotional Development and Attachment
- Chapter 11: The Self, Identity, and Personality
- Chapter 12: Gender and Sexuality
- Chapter 13: Moral Development, Values, and Religion
- Chapter 14: Families, Lifestyles, and Parenting
- Chapter 15: Peers and the Sociocultural World
- Chapter 16: Schools, Achievement, and Work

Chapter 17: Death, Dying, and Grieving



EVALUATION AND GRADING:

B. Grading Criteria (*percents, extra credit, etc.*)

The final grade for the course is determined by **total points accumulated** from tests, assignments, quizzes, and participation. Grades will NOT be “curved”. Bonus points will NOT be available to the class, due to instructor’s discretionary points.

Cheating or plagiarism will result in a class grade of “F”

Exams and assignments will be discussed with individual students on request.

The instructor will be available for consultation by appointment.

Disruptive or inappropriate behavior may result in expulsion from the classroom and/or a final class grade of “F”.

Tests and assignments:

Papers -----	5x100=500 points
Attendance and participation -----	100 points
State Mandated Assignments -----	= 40 points
Total possible points -----	= 640 points

C. Determination of Grade 1 (assignment of letter grades)

Letter Grade	Percent of total	Points
A	90-100%	640-576
B	80-89.9%	575-512
C	70-79.9%	511-448
D	60-69.9%	447-384
F	Below 60%	383 or less

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.