

# NORTH CENTRAL TEXAS COLLEGE

## COURSE SYLLABUS

<b>Course Title:</b>	<b>Lifespan Growth &amp; Development</b>				
<b>Course Prefix &amp; Number:</b>	<b>PSYC2314</b>	<b>Section Number:</b>	100	<b>Semester/Year:</b>	Spring 2020
<b>Semester Credit Hours:</b>	3	<b>Lecture Hours:</b>	3	<b>Lab Hours:</b>	0
<b>Course Description (NCTC Catalog):</b>					
<p>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.</p> <p><i>Additional Comments from Saenz:</i> During this course, students are encouraged to ask themselves: How can I apply this knowledge to my life? Regardless of career path, how can an introductory understanding of developmental psychology impact both my professional and personal life? Everyone is born. Everyone is at some point a baby, a child, an adolescent...so the subject matter is something we can all resonate with. While learning the different theories, stages, concepts, etc., you can look back at your own life and see how they played, are playing, and will play out, and through doing so gain a better understanding of not only the subject matter but also of yourself. When I think of Lifespan Development, I think of the common flow of life that weaves throughout each life pushing and pulling us all, as we uniquely navigate and move it, from birth to death.</p> <p><i>“Underlying all individual drama, there is an existential foundation that alone enables us to understand in its unity that particular form of being we call a human life.” – Simone de Beauvoir</i></p> <p>Note: Please show up to class ready to learn. Take a break from everything else going on in your life. Put it all aside for the hour and 20 minutes we have per class, and enjoy your time learning, free of other stress. Doing so will certainly lead to success in this course.</p>					
<b>Course Prerequisite(s):</b> None					
<b>Required Course Materials:</b>					
Santrock. A Topical Approach to Life-Span Development. 9th Edition. McGraw Hill. ISBN:9781260532012					
<i>Materials that Course Content is drawn from:</i>					
Erikson's <i>Insight and Responsibility, Identity: Youth and Crisis, Vital Involvement in Old Age, and The Life Cycle Completed</i> ; Anna Freud's <i>Psychoanalysis for Parents and Teachers</i> ; Levinson's <i>The Seasons of a Man's Life</i> ; Karen's <i>Becoming Attached</i> ; Alapack's <i>Love's Pivotal Relationships</i> ; Beauvoir's <i>The Coming of Age</i> ; and Frankl's <i>Man's Search for Meaning</i> . These works shape the course, however, they are <u>not</u> student reading materials.					

### INSTRUCTOR INFORMATION

<b>Name of Instructor:</b>	<b>Ingeborg Saenz, MPSY</b>
<b>Campus/Office Location:</b>	Gainesville, Office 815
<b>Telephone Number:</b>	(940) 668-7731, Ext. 4343
<b>E-mail Address:</b>	isaenz@nctc.edu

**OFFICE HOURS**

	Monday	Tuesday	Wednesday	Thursday
		<i>Second 8 weeks only</i>		<i>Second 8 weeks only</i>
<b>8:30-9:30am</b>	Phone		Phone	
<b>9:30-10:00am</b>	Psyc2301.100 In Class Gainesville	Denton	Psyc2301.100 In Class Gainesville	Denton
<b>10:00-10:30am</b>		Psyc2301.692 In Class Denton		Psyc2314.100 In Class Gainesville
<b>10:30-10:50am</b>				
<b>11:00-11:30am</b>				
<b>11:30am-12:00pm</b>				
<b>12:00-12:20pm</b>				
<b>12:20-12:30</b>	Gainesville			
<b>12:30-12:50pm</b>				
<b>12:50-1:20pm</b>		Denton		Denton
<b>1:20-2:00pm</b>		Online		Online
<b>2:00-2:20pm</b>				
<b>2:20-3:20pm</b>	Online		Online	

- o *Additional times available upon request. Contact via email or text, anytime. It doesn't matter how late it is. If I am available, I will respond. Also feel free to come up to me before or after class or request a phone or in-person meeting- we can easily set up a time. **Please do not hesitate to ask for help or chat with me! I am here for y'all!***

**STUDENT LEARNING OUTCOMES** (From Academic Course Guide Manual/Workforce Education Course Manual/NCTC Catalog)

<b><i>At the successful completion of this course the student will be able to:</i></b>	
	Describe the stages of the developing person at different periods of the life span from birth to death.
	Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
	Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
	Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
	Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
	Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
	Discuss the various causes or reasons for disturbances in the developmental process.

**COURSE OUTLINE**

○ **GRADING CRITERIA:**

<i># of Graded Course Elements</i>	<i>Graded Course Elements</i>	<i>Percentage or Point Values</i>
	<b>In-Class Activities/Additional Assignments</b>	(=50 points) 5%
<b>2 (x 50 points)</b>	<b>Make Your Own Study Guides and Mini Exams</b>	(=100 points) 10%
<b>To Be Determined</b>	<b>Quizzes</b>	(=140 points) 14%
<b>2 (x 75 points)</b>	<b>Papers</b>	(=150 points) 15%
<b>Approx. 8 (x 15 points)</b>	<b>Journals</b>	(=120 points) 12%
<b>10 (x 14 points)</b>	<b>Class Participation</b>	(=140 points) 14%
<b>2 (x 150 points)</b>	<b>Exams</b>	(=300 points) 30%
<b>1000 points</b>	<b>Semester Total</b>	<b>100%</b>

○ **GRADING SCALE:**

90- 100%/ 900-1000 Points: <b>A</b>	70-79%/ 700-799 Points: <b>C</b>	Below 59%/ 0-599 Points: <b>F</b>
80-89%/800-899 Points: <b>B</b>	60-69%/600-699 Points: <b>D</b>	

- **INSTRUCTOR RESPONSE:** My goal is to respond to all emails and correspondence within 48 business hours, except for weekends and holidays. All assignments will be graded within three weeks of due date.

○ **ASSIGNMENT DETAILS:**

- A. **In-Class Activities/Additional Assignments:** This category encompasses all graded activities or assignments that fall outside of the normal course elements noted above. Some examples of possible assignments are game quizzes and pre-chapter quiz searches.
  - a. **Game Quizzes:** Quizzes completed working together as a class, in a game format. Note usage will not be allowed.
  - b. **Pre-Chapter Quiz Searches:** Each quiz search will be administered PRIOR to a chapter grouping—meaning we have yet to study the material in-class. Students will be able to talk to/work with anyone in the class while completing the quiz. No books, notes, or Internet usage allowed. All you have to help is each other! Oh and your knowledge gained from studying the content in advance! ;)
- B. **Make Your Own Study Guides and Mini Exams: Step 1-** Prior to each exam and prior to receiving a study guide authored by the instructor, each student will put together a study guide of their own. In doing so, each student will review, gather, and organize all the information in the chapter grouping that they find worthy of being on the upcoming exam. **Step 2-** Each student will compose his or her own mini exam and answer key! The mini exam must be 20 questions long. Can you put together the best exam? See if one of your questions ends up on the actual exam and earn extra credit!

- C. **Quizzes:** At the end of most chapters/chapter groupings, a quiz will be administered. The only preparation necessary for these quizzes is attending class and actively participating/listening. Thorough note taking is encouraged, as you will be allowed to use your notes (but not your book or the Internet) while taking these quizzes. These quizzes will be administered in a pop quiz fashion. My goal is for you all to have a second chance on every quiz. However, I will assess the feasibility of this once the course is underway. Second attempts will be given either the following class or during the subsequent in-person quiz. *With having two chances on each quiz, I hope y'all come to think of getting something wrong/making a mistake as an opportunity to try again, an opportunity for growth :). I want you all to always have the opportunity to ace this course and master the content, even if it takes you a couple tries to do so. If you are willing to put in the work and you continue to try, even in the face of struggle, I will be right there alongside you, helping and cheering you on. You can do it.*
- D. **Papers:** There will be two papers during the semester. Instructions and guidelines for each will be administered to the students in writing at the time of assignment.
- E. **Journal:** Students will be required to keep a journal throughout this course. One entry must be completed per week (with exception of paper deadlines and exam weeks). The journals will note, analyze, and discuss content/ideas, from in class discussion and lecture and/or outside class reading and studying, that struck a cord with you. Focus is to be put on incorporating course content with existing knowledge, interests and personal experience, and making what you learn in this course your own. These journals should tell the story of your journey through this course.
- F. **PARTI TIME! Class Participation:** Each student is required to vocally participate in class ten (10) times per semester. These answers/insights must be of value in order to receive credit. However, incorrect or insubstantial comments will not be penalized in any way. Attempting to participate is encouraged regardless of the quality. Trying and struggling is better than not trying at all. Every time a student offers an insightful or correct comment they will be given a slip of paper, a "PARTI" SLIP (haha! Get it?!), to write their name on and turn in at the end of class.
- a. Waiting until the last minute: You must earn all 10 of your Parti Slips by the end of the 13<sup>th</sup> week of class to receive full credit. Parti Slip Grading Policy:

Week of Class (as noted in Calendar below)	Points per Parti Slip Earned	Maximum Grade Possible (if all PS earned during this week)
13 <sup>th</sup> week and prior	14	100%
14 <sup>th</sup>	9.8	70%
15 <sup>th</sup>	7	50%
16 <sup>th</sup>	4.2	30%
Finals Weeks	No Opportunity	

- b. Participation Competition: While only required to obtain 10 Parti Slips, ***the student(s) earning the most slips by the end of the semester will receive 5 bonus percentage points added to their overall grade in the class!***
- G. **Exams:** There will be two exams during the semester. The final exam will be noncumulative.
- a. There will be an optional CUMULATIVE final exam that can be completed to replace your exam 1 grade.

## ATTENDANCE POLICY

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Regular and punctual attendance is expected of all students in all classes for which they have registered. All absences are considered to be unauthorized unless the student is absent due to illness or emergencies as determined by the instructor. It is the student responsibility to provide documentation as to the emergency for approval and judgment by the faculty member. Approved college sponsored activities are the only absences for which a student should not be held liable and only when provided by a college official ahead of the absence. Valid reasons for absence, however, do not relieve the student of the responsibility for making up required work. Students will not be allowed to make up an examination missed due to absence unless they have reasons acceptable to the instructor. A student who is compelled to be absent when a test is given should petition the instructor, in advance if possible, for permission to postpone the exam. Student will be dropped from a class by the Registrar upon recommendation of the instructor who feels the student has been justifiably absent or tardy a sufficient number of times to preclude meeting the course's objectives. Persistent, unjustified absences from classes or laboratories will be considered sufficient cause for College officials to drop a student from the rolls of the College. From Board Policy FC (LOCAL)

- Additional comments from Saenz re attendance and classroom etiquette:
  - A. **Attendance will be monitored.** *Showing up to class on time and actively wanting and making an effort to learn is considered the most integral part of taking this course and doing well.* Anything discussed in class may be included on a quiz or exam, even if that information is *not* found in the textbook. As class *participation* is vital for optimal learning and retention, **you will receive credit for demonstrating an active presence in class— see Participation portion of grading criteria.** Additionally, **those with perfect attendance during the semester will receive 8 extra credit percentage points on their final examination.**
    - a. Arriving late or leaving early is unacceptable. However, it is understood that there are times that this is unavoidable. In such situations, please take a seat quietly and try not to disrupt the class. Do not forget to speak with me before or after this happens, otherwise you will be counted absent as a result of missing roll call.
  - B. **Classroom Etiquette:**
    - a. **Classroom Etiquette Policy Details:**
      - I hope for our class to be something everyone looks forward to each week and a place where each of you have a sense of belonging and feel comfortable and excited to learn. *It is incredibly important that all members of the class treat each other with respect and kindness.* Discussion times are for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted. I have a zero-tolerance policy when it comes to bullying. Please be courteous to others during class.
      - **All cell phones and electronic devices are to be turned off or silenced and kept out of sight/reach during class.** Texting or “looking up” information on your phone is prohibited during class.
      - In addition, the following behaviors are unacceptable: 1) holding private conversations, 2) sleeping, 3) reading other materials, 4) doing other work or 5) cheating. *Any violations of this policy will be addressed immediately and may result in a grade penalty and/or dismissal from class. Repeated violation may result in dismissal from the course.* (Please see below for more information regarding Academic Dishonesty.)

**b. Technology:**

- Studies suggest that laptop use in class lowers student performance (e.g. from surfing the web in class, answering emails, online messaging, and multitasking). As a result, ***laptop and tablet use in class is discouraged, bordering on prohibited.*** If laptop/tablet usage poses a problem, distracting students from learning, I will ask all students to close/turn off their devices.
- It is your responsibility to ensure that you not only know how to log into Canvas and submit an assignment, but also that you understand which file you are uploading and ensure you have uploaded the correct file. Some students have been willing to submit purposefully blank files to Canvas in order to claim a computer error; meanwhile they simply have been continuing work on the assignment. This will not be allowed. It is your responsibility to ensure the correct file is submitted on time.
- Also, it is your responsibility to ensure the correct file type is uploaded.
- If I catch an incorrect file (because you turned in the paper a couple days early) – I will let you fix it. If you submit an incorrect file and I do not catch it until after the deadline, your grade will be docked according to the late work policy presented in this syllabus. We have tech support and library staff that will walk you through the submission process, or you can even set up an appointment with me and I can walk you through it. If you absolutely cannot get Canvas to work – you must email me your completed file prior to the due date, and your email time stamp must show that it was submitted on time.

- C. Make-up Exams/Quizzes/Assignments-** 1) **Exams:** If you must miss an exam, you must provide me with documentation of an excused absence before you will be allowed to make up the missed exam. Aside from extreme circumstances/crises, a make-up exam will need to be completed within one week of the originally scheduled exam. ***Please communicate with me regarding these kinds of situations, and we will work things out.*** 2) **Quizzes: THERE ARE NO MAKE-UP QUIZZES** (because you will already have 2 opportunities to take each quiz). 3) **Late Policy for all other assignments (ex. written assignments):** For each day an assignment/project is late, 10 percentage points are deducted. Meaning if you turn in the assignment the day after it is due, the highest grade you can possibly earn is a 90%.

Last day to drop the course and receive a full refund is Jan 19.

**Last day to withdraw from a course with a “W” is Apr 3.**

**DISABILITY SERVICES** (Office for Students with Disabilities)

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The Office for Students with Disabilities (OSD) provides support services for students with disabilities, students enrolled in technical areas of study, and students who are classified as special populations (i.e. single parents). Support services for students with disabilities might include appropriate and reasonable accommodations, or they may be in the form of personal counseling, academic counseling, career counseling, etc. Furthermore, OSD Counselors work with students to encourage self-advocacy and promote empowerment. The Counselors also provides resource information, disability-related information, and adaptive technology for students who qualify.

For support, please contact the counselors at (940) 498-6207 or (940) 668-4321. Alternatively, students may stop by Room 170 in Corinth or Room 110 in Gainesville.

**CORE CURRICULUM FOUNDATIONAL COMPONENT AREA** (For classes in the Core)

- Communication
- Mathematics
- Life and Physical Science
- Language, Philosophy & Culture
- Creative Arts
- Government/Political Science
- Social and Behavioral Sciences
- Component Area Option
- American History

**REQUIRED CORE OBJECTIVES** (For classes in the Core)

- Critical Thinking
- Communication
- Empirical and Quantitative
- Teamwork
- Personal Responsibility
- Social Responsibility

**COURSE TYPE**

- Academic General Education Course (from ACGM but not in NCTC Core)
- Academic NCTC Core Curriculum Course
- WECM Course

**STUDENT HANDBOOK**

Students are expected to follow all rules and regulations found in the student handbook and published online.

**ACADEMIC DISHONESTY**

Scholastic dishonesty shall include, but is not limited to cheating, plagiarism, academic falsification, intellectual property dishonesty, academic dishonesty facilitation and collusion. Faculty members may document and bring charges against a student who is engaged in or is suspected to be engaged in academic dishonesty. See Student Handbook, "Student Rights & Responsibilities: Student Conduct ([FLB(LOCAL)])".

Students may earn a zero for an assignment or for a course due to academic dishonesty

**QUESTIONS, CONCERNS, or COMPLAINTS**

<b>Name of Chair/Coordinator:</b>	<b>Crystal R.M. Wright</b>
<b>Office Location:</b>	Gainesville Campus, Room 24
<b>Telephone Number:</b>	940-668-7731, ext. 4320
<b>E-mail Address:</b>	cwright@nctc.edu

<b>Name of Instructional Dean:</b>	<b>Dr. Bruce King</b>
<b>Office Location:</b>	1500 North Corinth St, Corinth, TX 76208-5408
<b>Telephone Number:</b>	940-498-6464
<b>E-mail Address:</b>	bking@nctc.edu

Additional Comments from Saenz: **Please come to me first with any questions, concerns, or complaints. I am here for you, and want this course to be the best experience possible for each of you! Cheers to the start of an exciting semester! :) Let's have some fun and grow as people!**

## Tentative Course Calendar

Remember that you are responsible for the material on the date it is listed.

WEEK	DATES	TOPICS	APPROXIMATE DUE DATES/IMPORTANT DATES
1	Jan 22	The Birth of Our Class ;) Syllabus, Course Mechanics, Get to Know One Another Activity	
2	Jan 27	Introduction- Taking Up The Lifespan Perspective	
	Jan 29	Introduction- Taking Up The Lifespan Perspective	
3	Feb 3	Socioemotional Processes A Psychoanalytic Perspective, Freud's Understanding of the Psyche	Journal 1 Due
	Feb 5	Freud Continued	
4	Feb 10	Freud's Psychosexual Stages of Development	Journal 2 Due
	Feb 12	Freud's Psychosexual Stages of Development	
5	Feb 17	Introduction to Erik Erikson	Journal 3 Due
	Feb 19	Erikson's Psychosocial Stages of Development	
6	Feb 24	Erikson's Psychosocial Stages of Development	Journal 4 Due
	Feb 26	Biological Processes- Genetics, The Nervous System, and Prenatal Development	
7		Biological Processes Continued	



	Mar 2		
	Mar 4	Prenatal Development (not on Exam 1)	Study Guide for Exam 1 Due
8	Mar 9	Having a Baby (not on Exam 1)	
	Mar 11		<b>EXAM 1</b>
9	Mar 16	SPRING BREAK (March 16-21)	
	Mar 18		
10	Mar 23	Socioemotional Processes- Attachment Psychology- History of Parenting	
	Mar 25	Attachment Styles- Children	<b>Paper 1 Due</b>
11	Mar 30	Attachment Styles- Adults	Journal 5 Due
	Apr 1	<b>April 3 Last Day to Withdrawal</b> Socioemotional Processes and Social Contexts- Emotions, Temperament, and Parenting	
12	Apr 6	Parenting Styles	Journal 6 Due
	Apr 8	Cognitive Processes/Development	
13	Apr 13	Cognitive Processes/Development	Journal 7 Due

	Apr 15	Adolescence in Detail Adolescence vs. Young Adulthood vs. Adulthood Analysis	
14	Apr 20	Death and Dying	Journal 8 Due
	Apr 22	Death and Dying	
15	Apr 27	Young Adulthood in Detail	Paper 2 Due
	Apr 29	Types of Love, Divorce, Transitions	
16	May 4	Types of Love, Divorce, Transitions	Study Guide 2 Due
	May 6	Moral Development	
Final Exam Week	May 11-15	Final Exam (noncumulative, Exam 3) MONDAY MAY 11, 11:00am-12:50pm	

**\*\* Syllabus and Course Calendar subject to change. All changes will be announced to students. See CANVAS for live Tentative Course Calendar.**