

NORTH CENTRAL TEXAS COLLEGE

COURSE SYLLABUS

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|--|--|------------------------|-----|-----------------------|-------------|
| <i>Course Title:</i> | Lifespan Growth & Development | | | | |
| <i>Course Prefix & Number:</i> | Psyc2314 | <i>Section Number:</i> | 401 | <i>Semester/Year:</i> | Spring 2018 |
| <i>Semester Credit Hours:</i> | 3 | <i>Lecture Hours:</i> | 3 | <i>Lab Hours:</i> | 0 |
| <i>Course Description (NCTC Catalog):</i> 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. | | | | | |
| <i>Course Prerequisite(s):</i> None | | | | | |
| <i>Required or Recommended Course Materials:</i> Santrock. <i>A Topical Approach to Life-Span Development</i> . 8 th Edition. McGraw Hill. Access card only | | | | | |

INSTRUCTOR INFORMATION

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|--------------------------------|---------------------------|
| <i>Name of Instructor:</i> | Helen Denise Wooten, PsyD |
| <i>Campus/Office Location:</i> | Corinth Campus, Room 331 |
| <i>Telephone Number:</i> | |
| <i>E-mail Address:</i> | hwooten@nctc.edu |

OFFICE HOURS

| <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
|------------------------|-------------------------|------------------------|-----------------|---------------|
| 9:20 am – 11 am | online hours tbd | 9:20 am – 11 am | | |
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STUDENT LEARNING OUTCOMES (From Academic Course Guide Manual/Workforce Education Course Manual/NCTC Catalog

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| <i>At the successful completion of this course the student will be able to:</i> | |
| | 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. |

GRADING CRITERIA

| <i># of Graded Course Elements</i> | <i>Graded Course Elements</i> | <i>Percentage or Point Values</i> |
|------------------------------------|--|-----------------------------------|
| 4 | Exams; 3 Section Tests and 1 Cumulative Final | 3=100 points Final=200 points |
| 17 | Chapter Assignments (details below) | 20 points each |
| 1 | Attendance | 100 points total |
| Extras | Participation per Instructor Extra Credit Essay | 60 Max of 20 points |

Grading Scale:

A = 90-100 %; B = 80-89 %; C = 70-79 %; D = 60-69 %; F = 59 % and below

COURSE SUBJECT OUTLINE (Major Assignments and Grading Criteria)

ASSIGNMENT DETAILS

Exams (3 at 100 points each = 300 pts total; final = 200 pts): The exams will be administered in class. You will have 50 minutes to complete section exams and 2 hours to complete the final. Questions will be taken directly from class lectures and your assigned readings. The tests will consist of multiple-choice questions. Please bring your own **Scantron** to the exams, as you will not be allowed to take the test without one. **There will be no make-up exams, unless proof of valid absence is supplied; then it will be at the Instructor's discretion.**

Chapter Assignments (17 at 20 points each): PRINT OUT, do not send electronically. For each chapter in the book, you will write a one- or two-page, typed, and double-spaced paper to illustrate important developmental principles, terms, theories, or concepts. For each chapter, pick from one of the following options for the essays: chapter summary, autobiography regarding significant developmental influences in your own life related to that chapter, or more extensive research about a particular topic in a chapter. Analyses containing plagiarism will receive a grade of 0. Good quality, with regard to writing skill and comprehensive content, is required to receive full credit. With a valid excuse (validity to be determined by the Instructor), late assignments will be accepted for partial credit. The chapter(s) for each week will be due at the beginning of each Wednesday class period.

Extra Credit Essay (0-20 points depending on quality): Write a two-page, typed, and double-spaced essay that describes how your increased knowledge of developmental factors could benefit your intended occupation. You may take a small set of principles and apply them to your field in a detailed manner, or you may provide a holistic overview of multiple factors that could affect your field. The key expectation for this essay is that you will thoughtfully apply developmental knowledge to the real world. This essay would be due on the date of the final class period, which would be 5-2-18.

CLASS CALENDAR

Section One: The Biology of Development

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|---------------|--|-------------------------|
| 1-17 | Class Introduction and Review of Syllabus; begin Chapter 1 | |
| 1-22 and 1-24 | Chapters 1-2 | Lifespan and Biology |
| 1-29 and 1-31 | Chapter 3 | Physical Maturation |
| 2-5 and 2-7 | Chapters 4-5 | Health and Sensorimotor |
| 2-12 | Exam # 1 over Chapters 1-5 | |

Section Two: Intrapersonal Developmental Influences

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|---------------|-----------------------------|-----------------------------------|
| 2-12 and 2-14 | Chapter 6 | Cognition |
| 2-19 and 2-21 | Chapter 7 | Information Processing |
| 2-26 and 2-28 | Chapter 8 | Intellectual Functioning |
| 3-5 and 3-7 | Chapter 9 | Language |
| 3-19 and 3-21 | Chapters 10 -11 | Emotions/Attachment/Sense of Self |
| 3-26 | Exam # 2 over Chapters 6-11 | |

Section Three: Social Contexts of Development

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|------------------|---|---------------------------------------|
| 3-26 and 3-28 | Chapters 12-13 | Gender/Sexuality/Morality |
| 4-2 and 4-4 | Chapter 14 | Interpersonal and Family |
| 4-9 and 4-11 | Chapter 15 | Peer influences |
| 4-16 and 4-18 | Chapter 16 | Academic and Occupational Achievement |
| 4-23 and 4-25 | Chapter 17 | Death and Grief |
| 4-30 | Exam # 3 over Chapters 12-17 | |
| 5-2 | Review for Cumulative Final; Extra Credit Essay due | |
| 5-8 through 5-10 | Final Exam TBD | |

Overview of Due Dates:

Exams: 2-12, 3-26, 4-30, and Finals Week 5-8 to 5-10

Extra Credit: 5-2

Chapter Assignments: 1-24, 1-31, 2-7, 2-14, 2-21, 2-28, 3-7, 3-21, 3-28, 4-4, 4-11, 4-18, & 4-25

ATTENDANCE POLICY

Regular and punctual attendance is expected of all students in all classes for which they have registered. Grades for attendance and participation (verbal or with attentive eye contact) will be given at the end of the semester. 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 judgement 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. **Last day to withdraw with a "W" is April 5.**

STUDENT HANDBOOK and ACADEMIC DISHONESTY

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

DISABILITY SERVICES (Office for Students with Disabilities)

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)

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|---|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Government/Political Science |
| <input type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Life and Physical Science | <input type="checkbox"/> Component Area Option |
| <input type="checkbox"/> Language, Philosophy & Culture | <input type="checkbox"/> American History |
| <input type="checkbox"/> Creative Arts | |

REQUIRED CORE OBJECTIVES (For classes in the Core)

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|------------------------------|--|
| X Critical Thinking | <input type="checkbox"/> Teamwork |
| x Communication | <input type="checkbox"/> Personal Responsibility |
| x Empirical and Quantitative | x Social Responsibility |

COURSE TYPE

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

QUESTIONS, CONCERNS, or COMPLAINTS

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| Name of Chair/Coordinator: | Crystal R.M. Wright |
| Office Location: | Gainesville Campus, Room 24 |
| Telephone Number: | 940-668-7731, ext. 4320 |
| E-mail Address: | cwright@nctc.edu |
| Name of Instructional Dean: | Dr. Bruce King |
| Office Location: | 1525 W. California St, Gainesville TX |
| Telephone Number: | 940-668-4267 |
| E-mail Address: | bking@nctc.edu |