COURSE SYLLABUS

COURSE NUMBER AND TITLE:
PSYC 2314 Lifespan Growth and Development

COURSE (CATALOG) DESCRIPTION:
Lifespan Growth and Development is a study of social, emotional, and physical factors and influences of a developing human from conception to death.

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Frank Coronado</th>
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<tbody>
<tr>
<td>OFFICE:</td>
<td>W-352</td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>MTWTh 2-3:30pm</td>
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</table>
| CONTACT INFORMATION(TELEPHONE AND EMAIL): | Telephone – 956-364-4849  
|                   | E-mail – fcoronado21704@tstc.edu |

MAJOR COURSE REQUIREMENTS:
This course will cover 19 chapters designated in 9 parts. Student participation, communication, and critical thinking will be evaluated every time class meets. This course will be an active-learning course. Active-learning implies that students will be expected to engage one another and myself in reading, writing, discussion, and/or problem solving of the course content. Students will also have 3 writing assignments to be completed outside of class. Finally, students will be required to take 4 exams, with the 4th exam also serving as the Final. I will drop the lowest exam grade.

LEARNING OUTCOMES:
Upon completion of this course, students will be able to:

1. Describe the stages of the developing person at different periods of the lifespan from birth to death.
2. Discuss 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. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe 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. Discuss the various causes of reasons for disturbances in the developmental process.

CORE OBJECTIVES
1. **Critical Thinking (CT)** – Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

2. **Communication Skills (CS)** – Students will demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.

3. **Empirical and Quantitative Skills (EQS)** – Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. **Social Responsibility (SR)** -- Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities

**Tentative Schedule (Subject to change by your instructor)**

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<tr>
<th>Week</th>
<th>Topic/Lecture/Event</th>
<th>Measurable Activity</th>
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| 1    | Introductions, syllabus, Part 1 (Chapter 1 and 2)  
   - Discuss nature-nurture debate  
   - Identify and discuss developmental theories | Communication and critical thinking  
   **Assignment 1 – Syllabus (financial aid) (Aug 31st – Sept 2nd)** |
| 2    | Part 1 (Chapter 2 and 3)  
   - Earliest development  
   - Discuss heredity and the environment  
   - Birth and the competent newborn  
   - Discuss what a well-generated thesis is and the expectations of the rest of the assignment | Class discussion  
   **Writing Assignment 1 – What I Expect (Due Sept 14th/15th)** |
| 3    | Part 2 (Chapter 4 and 5)  
   - Explain growth, stability, motor development | Class discussion  
   **(communication, critical thinking)** |
| 4    | Part 2 (Chapter 5 and 6)  
   - Discuss differences among infants  
   **EXAM 1** | Class discussion  
   **(communication, empirical, quantitative skills, and social responsibility) EXAM 1 (Sept 21st/22nd)** |
| 5    | Part 3 (Chapter 7 and 8)  
   - Discuss physical growth  
   - Explain intellectual development  
   - Discuss forming a sense of self  
   - Explain moral development/aggression | Class discussion  
   **Writing Assignment 2 – Social Responsibility Assignment (Sept 28th/29th, due Oct 8th/9th)** |
| 6    | Part 4 (Chapter 9 and 10)  
   - Discuss physical development  
   - Explain intellectual development | Class discussion  
   **(communication and critical thinking)** |
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| 7    | Part 4 (Chapter 9 and 10)  
- Discuss physical development  
- Explain intellectual development  
Explain the developing self | Class discussion  
(examination, critical thinking)  
EXAM 2 (October 12\textsuperscript{th}/13\textsuperscript{th}) |
| 8    | Part 5 (Chapter 11 and 12)  
- Identify maturation  
- Discuss relationships to family and friends  
- Discuss dating, sexual behavior, and teenage pregnancy | Class discussion  
(examination, critical thinking)  
EXAM 2 (October 12\textsuperscript{th}/13\textsuperscript{th}) |
| 9    | Part 6 (Chapter 13 and 14)  
- Explain cognitive development  
- Discuss College: pursuing higher education | Class discussion  
(examination) |
| 10   | Part 6 (Chapter 13 and 14)  
- Explain cognitive development  
- Discuss College: pursuing higher education | Class discussion  
(examination),  
(empirical, quantitative skills, and social responsibility) |
| 11   | Exam 3  
Part 7 (Chapter 15 and 16)  
- Discuss personality development  
Explain Relationship: family in middle age | Class discussion  
(examination, critical thinking)  
Exam 3 (Nov 9\textsuperscript{th}/10\textsuperscript{th}) |
| 12   | Part 8 (Chapter 17 & 18)  
- Discuss health and wellness in late adulthood. | Class discussion  
(examination),  |
| 13   | Part 8 (Chapter 17 & 18)  
- Discuss the daily life of late adulthood | Class discussion  
(examination, critical thinking) |
| 14   | Part 9 (Chapter 19)  
- Discuss death and dying | Class discussion  
(examination, critical thinking) |
| 15   | Final (TBA) | Final (TBA) |

**Participation:** Participation will be evaluated by attendance, quizzes, and class interaction. Students are encouraged to engage each other (WITH RESPECT) in discussions, ideas, and attitudes of the course. These points will not be easy. Students
will be expected to participate. This portion of your overall grade can mean a letter grade difference. (10% of final grade)

**Writing Assignments:** There will be 3 APA formatted writing assignments throughout the semester. Each assignment will be worth 10% of your final grade. (30% of final grade)

**Exams:** There will be a total of 4 exams, but your exam grade will be dropped. All exams will be weighted equally. (60% of final grade, each exam 20% of final grade). There will be NO make-up exams. If you miss an exam it will be the exam grade that will be dropped.

**Extra Credit** – there will be NO extra credit assignments. Exams are difficult, daily/weekly quizzes will serve as extra credit towards exams. Read, study, and come prepared to class.

**Sources and values**
- Participation – 10%
- Writing – 30%
- Exams (4) – 60%

100%

The grading scale shall be:

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9</td>
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<tr>
<td>D</td>
<td>60-69.9</td>
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<tr>
<td>F</td>
<td>59 and under</td>
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**REQUIRED TEXT AND MATERIALS:**
The textbook is available at the TSTC book store. If you would like to purchase the text from another source, the ISBN is 9780205940073.

**ACCOMMODATION STATEMENT:**
If you have a documented disability which will make it difficult for you to carry out classwork as outlined and/or if you need special accommodations due to a disability, please contact (956) 364-4520 or visit the Support Services Office in the Auxiliary Services Building as soon as possible to make appropriate arrangements.

**CLASS POLICIES**

Academic Dishonesty
Academic honesty is fundamental to the activities and principles of an educational institution. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor, and or TSTC Harlingen, Student Handbook: Code of Student Conduct. Academic Dishonesty includes but is not necessarily limited to the following:

A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.

B. Plagiarism occurs when one presents work which is taken from another person who is not given due credit.

   a) You are providing information that your reader may use in seeking further knowledge on your topic, or on a subtopic or peripheral topic that you have treated only briefly.
   b) You are providing a means whereby another person may verify the accuracy of your use of sources.
   c) Copying files from a student’s disk and submitting to yours is another example.

Intellectual honesty is fundamental to scholarship. Accordingly, the College views plagiarism or cheating of any kind in academic work as among the most serious offenses that a student can commit. Academic dishonesty can result in a grade of F or 0 for the particular test or assignment involved. A student wishing to contest this ruling must do so within one (1) week after return of graded papers.

Copyright Statement

The materials used in the course [textbooks, handouts, media files (podcast, MP3, Videos, RSS (Feeds), and all instructional resources on the colleges Learning Management System (Moodle)] are intended for use only by students registered and enrolled in this course and are only to be used for instructional use, activities associated with, and for the duration of the course. All materials generated for this course, which includes but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and any additional materials. These materials may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. These materials may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder or TSTC. For further information contact your instructor.

Communicating with your instructor (MyMail E-mail System)
All official college E-mail to students is sent through MyMail, the official student e-mail system at TSTC Harlingen. When communicating with instructors and/or employees of the college, you are required to use your TSTC MyMail student e-mail address. If you choose to forward your e-mail to another account, please be advised that you must respond from the MyMail account.

TSTC Harlingen faculty, staff, and students are asked to report all threats, perceived or real, immediately to College Police located in the Auxiliary Building. If the threat is imminent, the College Police emergency phone line at 364-4234 or 9-911 should be called. College Police will then coordinate the proper response in accordance with State and federal laws and TSTC System/College rules and regulations.

Tutoring Statement

The Supplemental Instruction & Tutoring Program at TSTC offers free tutoring and academic support services to help you achieve your academic and career goals. You can access the most up-to-date Supplemental Instruction & Tutoring Schedule, as well as MyTSTC Video Tutor Library, by visiting:

https://portal.tstc.edu/studentservices/harstudentsupport/hartutoring/Pages/default.aspx (Tutoring Schedule)
https://www.youtube.com/user/MyTSTCVideoTutor/playlists (MyTSTC Video Tutor Library)

For more information, please contact the Office of Student Success at 956.364.4163 or the Supplemental Instruction & Tutoring Program at 956.364.4170.

Student Issues and Complaints

Please make yourself familiar with the College Catalog & Student Handbook.

Important Dates

September 7th – Holiday
September 15th – 11th class day (official record date)
November 13th – Last day to apply for graduation
November 13th – Last day to DROP with a “W”
November 26th-27th – Thanksgiving (no class)
December 9th – Final Exams begin
December 11th – End of semester

NOTE: Any changes to this syllabus will be provided in writing to the student and updated on all posted locations (HB 2504, course Moodle sites, building offices, etc.).
Couse Syllabus and Expectations and Responsibilities

I have read and understand the course syllabus. I understand that I am responsible for all the content that will be assigned.

Print Name and ID: ___________________________

Sign your name: _____________________________

Instructor’s signature: _________________________