

## **LIFESPAN GROWTH & DEVELOPMENT (PSYCH 2314.2A1)**

### **CREDIT**

3 Semester Credit Hours (3 hours lecture)

### **MODE OF INSTRUCTION**

Online

### **PREREQUISITE/CO-REQUISITE:**

TSI complete in Reading.

### **COURSE DESCRIPTION**

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.

### **COURSE OBJECTIVES**

Upon completion of this course, the student will be able to

1. Describe the stages of the developing person at different periods of the life span 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 or reasons for disturbances in the developmental process

### **INSTRUCTOR CONTACT INFORMATION**

Instructor: Reid Babino

Email: [kbabino@lit.edu](mailto:kbabino@lit.edu)

Office Phone: (409) 247 – 5254

Office Location: TC 206

Office Hours: Monday: 8:00am – 10:00am; 11:00am – 3:00pm  
Wednesday & Friday: 8:00am – 10:00am  
Or by Appointment



**LAMAR INSTITUTE  
OF TECHNOLOGY**

## REQUIRED TEXTBOOK AND MATERIALS

- Pen, pencil, and paper
- **Psychology 2e Open Stax.** Rose M. Spielman, William J. Jenkins, and Marilyn D. Lovett. Printed by XanEdu in Ann Arbor, MI 48108 Original Publication Year, 2020
  - 978-1-975076-45-0 **Hardcover Book** ISBN-13 9
  - 978-1-975076-44-3 **B & W Paperback Book** ISBN-13
  - 978-1-951-693-23-7 **Digital** Version ISBN-13

## ATTENDANCE POLICY

Regular attendance is crucial for success in this course. To ensure that all students have the opportunity to fully engage with the material and participate in class discussions, the following attendance policy is in effect:

- In the event of special or extenuating circumstances that may affect your ability to attend class, please contact me as soon as possible. The course of action is at my discretion.

## DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

**Feb. 21<sup>st</sup> — Last day to drop WITHOUT academic penalty**

**Apr. 9<sup>th</sup> — Last day to drop WITH academic penalty**

## COURSE CALENDAR

Week of	TOPIC	Exam Date
Jan. 27 – Jan. 31	Introduction to Lifespan Growth & Development	Unit 1 Exam <b>Feb. 8 – Saturday</b>
Feb. 3 – Feb. 7	Biological Beginnings	
Feb. 10 – Feb. 14	Physical Development & Biological Aging	Unit 2 Exam <b>Mar. 1 - Saturday</b>
Feb. 17 – Feb. 21	Health	
Feb. 24 – Feb. 28	Motor, Sensory, & Perceptual Development	
Mar. 3 – Mar. 7	Cognitive Developmental Approaches & Information Processing	Unit 3 Exam <b>Mar. 22</b> Saturday
<i>Mar. 10 – Mar. 14</i>	<b>**** SPRING BREAK ****</b>	
Mar. 17 – Mar. 21	Language Development	
Mar. 24. – Mar. 28	Emotional Development	Unit 4 Exam <b>Apr. 19</b> Saturday
Mar. 31 – Apr. 4	The Self, Identity, & Personality	
Apr. 7 – Apr. 11	Gender & Sexuality	
Apr. 14 – Apr. 18	Moral Development	
Apr. 21 – Apr. 25	Families, Lifestyles, & Parenting	Unit 5 Final Exam <b>May 7</b> Wednesday
Apr. 28 – May 2	Death, Dying, & Grieving	
<b>Core Assessment Due Friday, May 5<sup>th</sup></b>		

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Core Assessment	20%
Daily Grades	10%
Assignments	30%
Exams	40%

## GRADE SCALE

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

## TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at

[www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **ARTIFICIAL INTELLIGENCE STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## ADDITIONAL COURSE POLICIES/INFORMATION

### ACADEMIC DISHONESTY & USE OF AI

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own. You may **not** make use of ChatGPT or other AI software. Academic dishonesty, including the use of AI. Will earn an automatic zero on the assignment or exam. I do utilize several AI checkers on all written assignments.

Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

<http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

If your work shows heavy ai-use across multiple checkers indicating that you did not complete the majority of the work yourself, you will receive a 0% on the assignment without the chance to make it up. If you do this a second time, you will be reported to the department chair, and you will not be able to submit any further assignments until you have met with her.

### PARTICIPATION

Your learning and success in this course is most tied to your own commitment to active, curious participation. That means:

- Being fully present both physically and mentally in all class activities. Adding your voice to our discussions and bringing your “yes” attitude to our physical inquiries.
- Contribute to creating a workspace of encouragement and affirmation.
- Thoughtfully engage with course media to offer your own insights back to our group through your written assignments and class discussions. Use specific elements of the assigned readings, viewings, and studio sessions, to advance our conversations in every session.

### EXTRA CREDIT

There are no opportunities for extra credit in this course unless otherwise dictated.

### GRADING POLICIES

- Late work will **not** be accepted in this course, unless you have contacted me for an extension prior to the deadline.
- Homework CANNOT be submitted via Blackboard messages or via email unless I have given you permission to do so. If you randomly send me late work via email and do not submit it on Blackboard, you won't get credit for the assignments.
- Grades on individual assignments are NOT negotiable. You may not email me asking me to change a grade. Your grade and how many points you earn is your responsibility. You can, however, email me if you see a clerical error in the grade, and I will quickly make that change.
- You may NOT submit links to homework in the place of actual documents. You will receive a 0 for the assignment.
- There are no regrades, retakes, or makeup assignments or exams.

- All homework assignments will be graded no later than a week after they were due unless I have an extenuating circumstance. If homework takes me more than a week to grade, I will communicate this to the class with reasoning. Using AI on your papers will slow the grading process down since it requires investigations.

### **CLASSROOM DISCUSSIONS**

Please refer to the student code of conduct.

We acknowledge that racism and sexism have resulted in unequal opportunities for people to succeed in the sciences by creating barriers for people who are underrepresented in science. Racism, sexism, and other forms of discrimination still exist in the sciences today and the scientific community needs to remain vigilant about addressing these problems. The diversity that students bring to this class is viewed as a resource, a strength, and a benefit. Science is stronger when there are diverse ideas and thoughts, and we will strive to create an environment in which students from all backgrounds and with different perspectives feel included, valued, and respected. We strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences. To help accomplish this goal, please let a professor know if anything occurs or is said in the classroom by an instructor or student that is troubling or is offensive.

- Be courteous in your interactions with others.
- Refrain from personally critical commentary.
- Give others a chance to voice their thoughts.
- Do not make judgments based on stereotypes.

### **RESPONSE TIME**

- I only answer my phone when I am in my office.
- I only return calls that leave a voicemail. Please leave a detailed message with your name, your number, the class you are in, and your concern. I will call you back as soon as I am back in my office, which may be the following day or the following Monday if you left a voicemail on a Friday afternoon.
- The best way to reach me is through my LIT email, [kbabino@lit.edu](mailto:kbabino@lit.edu).
- I only respond to emails during normal working hours (no later than 5pm on a weekday). I do not answer emails after 5pm or on weekends or holidays.
- If I have taken longer than the required 24 hours to respond, feel free to send me a follow up email.

### **EMAIL COMMUNICATION**

When you email me, please provide your full name, your course name, and course section so that I can better assist you.

Not communicating with me because your LIT email is not working is not a valid reason for not responding to my emails, or for not emailing me. The IT department can help with any issues like this.

### **BLACKBOARD MESSAGES**

I respond to email much faster than I do Blackboard messages. Check the Send to Email box above Blackboard Messages textbox if you want a faster response.

If you use Blackboard Messages to contact me, and I don't respond within 24 hours, send the same message to my LIT email.

### **BLACKBOARD ANNOUNCEMENTS**

Announcements in Blackboard are posted to the Announcements webpage that you see when you log into class. Read them. They may pertain to schedule changes, homework changes, etc.

### **OTHER ONLINE REQUIREMENTS**

You must have access to a device that is reliable and can connect to reliable internet access. The device must also allow access to the course material.

If you do not have access to WI-FI at home, it is your responsibility to find another source of internet access via LIT campus, a public library, cellphone hotspot data, a coffee shop, your high school campus (if you are dual credit), etc.

If something happens to your primary device, it is your responsibility to find another device to work with via a public library, the computer lab at LIT, etc. I have had many students successfully submit assignments on cellphones.

You may **not** use WIFI errors or device errors as an excuse for turning something in late when there are several alternatives you can take.

You will not get full credit for submitting something late if you notify me of a technical difficulty AFTER the due date.

You will not succeed in this course if you don't check your email and Blackboard announcements daily.

### **STUDENT BEHAVIOR EXPECTATIONS**

Keep in mind that each student comes from a different cultural background and brings with her or him a different set of beliefs and values.

As a result, students may disagree on various topics during class discussions.

Disagreements lead to critical thinking, scholarly debates, and learning only when each member of the class respects the different opinions of others.

Disrespect for others or me will not be tolerated. If this happens a second time, you will be reported and/or removed from the class.

Your emails and all communications with me should be respectful. With that in mind, you need to remember email etiquette by addressing me politely, objectively telling me your concern, and closing out the email. You should also have a subject line in your email and tell me your whole name with your class.

### **COMPLAINTS**

If you have any concerns or complaints during this course, please follow the chain of command outlined below to ensure your issue is addressed promptly and appropriately:

1. **Instructor:** Your first point of contact should be your course instructor. They are available to discuss any issues related to the course content, assignments, or classroom environment. (If your instructor has not responded to your email in a timely manner,

please proceed to level

2. **Program Director/Lead Faculty:** If your concern is not resolved after speaking with your instructor, please contact their Program Director or Lead Faculty. They can provide additional support and mediation.

Sarah Wallace – TC 232 — [sewallace@lit.edu](mailto:sewallace@lit.edu)

3. **Department Chair:** Should the issue remain unresolved, your complaint will be escalated to the Department Chair. The Chair's office is equipped to handle more serious or persistent issues.

### **OTHER NOTES**

Not having the correct technology or internet is not a valid excuse for not doing assignments or tests. The IT department can assist you with these types of issues.

If you do this class's assignments on a cell phone, a tablet, or a netbook, make sure you are seeing all assignments as they are presented on a desktop computer.

This syllabus and its content are subject to change at my discretion at any point in the semester.