LIFESPAN GROWTH & DEVELOPMENT (PSYC 2314)

CREDIT
3 Semester Credit Hours (3 hours lecture, 0 hours lab)

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
- 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.

CORE OBJECTIVES MEASURED

- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Brittney Strother
Email:	bstrother@lit.edu
Office Phone:	N/A
Office Location:	Virtual
Office Hours:	By Appointment

REQUIRED TEXTBOOK AND MATERIALS
The class will utilize the OER e-text which can be found at:

https://dept.clcillinois.edu/psy/LifespanDevelopment.pdf

https://oercommons.org/courses/lifespan-development-a-psychological-perspective

LIFESPAN DEVELOPMENT- *Martha Lally and Suzanne Valentine - French*

ATTENDANCE POLICY
For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. **Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.**

Please note that while this is an online class, 'attendance' still matters. Students will meet the attendance requirement by following the course schedule in order to submit assignments by specific due dates each week. Students are also expected to participate in a discussion board each week that also counts towards attendance and participation.

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.

COURSE CALENDAR

Week	Content	Due Dates
Week 1 *January 20th - 25th*	**Course Introduction** Please read over the syllabus provided by the instructor. Take the time to familiarize yourself with blackboard, as in learn where things like assignments and the syllabus are located. Please watch the introductory video posted by the professor. This will help you understand the course layout, expectations, and functionality of the course.	**01/23/2026** – Discussion Board Response to Prompt @ 11: 59 PM **01/25/2026** – Syllabus Quiz @ 11:59 PM **01/25/2026** – Discussion Replies @ 11:59 PM
Week 2 *January 26th – February 1st*	**Chapter 1** - Introduction to Lifespan Development	**01/30/2026 –** Discussion Board Response to Prompt @ 11:59 PM **02/01/2026** –Chapter 1 Quiz @ 11:59 PM **02/01/2026** – Discussion Board Replies @ 11:59 PM
Week 3 *February 2nd – 8th*	**Chapter 2** – Heredity, Prenatal Development, and Birth	**02/06/2026 –** Discussion Board Response to Prompt @ 11:59 PM **02/08/2026** –Chapter 2 Quiz @ 11:59 PM **02/08/2026** – Discussion Board Replies @ 11:59 PM
Week 4 *February 9th – 15th*	**Chapter 3** – Infancy and Childhood	**02/13/2026 –** Discussion Board Response to Prompt @ 11:59 PM **02/15/2026** – Chapter 3 Quiz @ 11:59 PM **02/15/2026** – Discussion Board Replies @ 11:59 PM

Week 5 *February 16th – 22nd*	Exam 1 Module Assignment	**02/22/2026 – Exam 1 @ 11:59 PM** **02/22/2026** – Module Assignment @ 11:59 PM
Week 6 *February 23rd – March 1st*	**Grow A Baby! Set-up (Core Assessment)**	
Week 7 *March 2nd – March 8th*	**Chapter 4** – Early Childhood	**03/06/2026 –** Discussion Board Response to Prompt @ 11:59 PM **03/08/2026** – Chapter 4 Quiz @ 11:59 PM **03/08/2026** – Discussion Board Replies @ 11:59 PM
March 9th – 15th	**SPRING BREAK – NO ASSIGNMENTS**	
Week 8 *March 16th – 22nd*	**Chapter 5** – Middle and Late Childhood	**03/20/2026 –** Discussion Board Response to Prompt @ 11:59 PM **03/22/2026** – Chapter 5 Quiz @ 11:59 PM **03/22/2026** – Discussion Board Replies @ 11:59 PM
Week 9 *March 23rd – 29th*	**Chapter 6 -** Adolescence	**03/27/2026 –** Discussion Board Response to Prompt @ 11:59 PM **03/29/2026** – Chapter 6 Quiz @ 11:59 PM **03/29/2026** – Discussion Board Replies @ 11:59 PM

Week 10 *March 30th –* *April 5th*	**Exam 2** (Chapters 4, 5 & 6) **Module Assignment**	**04/05/2026** – Exam 2 **04/05/2026** – Module Assignment @ 11:59 PM
Week 11 *April 6th – 12th*	**Chapter 7 -** Emerging Adulthood	**04/10/2026 –** Discussion Board Response to Prompt @ 11:59 PM **04/12/2026** – Chapter 7 Quiz @ 11:59 PM **04/12/2026** – Discussion Board Replies @ 11:59 PM
Week 12 *April 13th – 19th*	**Chapter 8** – Middle Adulthood	**04/17/2026 –** Discussion Board Response to Prompt @ 11:59 PM **04/19/2026**– Chapter 8 Quiz @ 11:59 PM **04/19/2026** – Discussion Board Replies @ 11:59 PM
Week 13 *April 20th – 26th*	**Chapter 9** – Late Adulthood	**04/24/2026 –** Discussion Board Response to Prompt @ 11:59 PM **04/26/2026** – Chapter 9 Quiz @ 11:59 PM **04/26/2026** – Discussion Board Replies @ 11:59 PM
Week 14 *April 27th – May 3rd*	**Chapter 10** – Death and Dying	**05/01/2026** – Discussion Board Response to Prompt @ 11:59 PM **05/03/2026** – Chapter 10 Quiz @ 11:59 PM **05/03/2026** – Discussion Board Replies @ 11:59 PM

| Week 15

May 4th – 10th | **Exam 3** (Chapters 7, 8, 9 & 10)

Module Assignment | **05/10/2026** – Exam 3 @ 11:59 PM

05/10/2026 – Module Assignment @ 11:59 PM |
|---|---|---|
| Week 16

May 11th – 12th | **Grow A Baby! Project (Core Assessment)** | **05/12/2026** – Core Assessment |

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- **Module Exams (3 in total):** 40%
- **Grow A Baby! Project (Core Assessment) (1 in total):** 20%
- **Module Assignment (3 in total):** 10%
- **Quizzes (10 in total):** 15%
- **Discussion Boards (10 in total):** 15%

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. 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. 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.

Late work Policy
Students are expected to turn in assignments, quizzes, and exams on time. However, the instructor does acknowledge that things can happen in life that can prevent students from submitting work on time.
- Students may submit assignments and quizzes late, with five points being deducted each day after until the assignment has lost 25 points. After five days, an assignment/quiz that is late will not be accepted unless the instructor has given prior approval.
- Discussion boards and Exams will not be accepted after the due date unless there is an excused absence. This can be achieved by emailing the instructor before the due date with an appropriate excuse, such as a doctor's note.

Please note that the instructor **will not accept any late work after the last day of the course**. Please refer to the course calendar for that specific date.**