

Lifespan Growth & Development (PSYC 2314)



Credit: 3 semester credit hours (3 hours lecture)

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.

Required Textbook and Materials

1. You will be required to have CONNECT access from McGraw-Hill Education which will include the textbook content and LearnSmart material, your adaptive online study tool.
2. *A Topical Approach to Life-Span Development (9th Edition)* by John W. Santrock Hardcover (2017). McGraw-Hill Education.
 - a. ISBN 978- 1259708787
 - b. Looseleaf edition available at a reduced price in addition to Connect.

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.

Core Objectives

1. **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

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4. **Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Outline

- A. The Life-Span Perspective
 1. Introduction to Lifespan Development
- B. Biological Processes, Physical Development, and Health
 1. Biological Beginnings
 2. Physical Development and Biological Aging
 3. Health
 4. Motor, Sensory, and Perceptual Development
- C. Cognitive Processes and Development
 1. Cognitive Developmental Approaches
 2. Information Processing
 3. Intelligence
 4. Language Development

- D. Socioemotional Processes & Development
 1. Emotional Development
 2. The Self, Identity, and Personality
 3. Gender and Sexuality
 4. Moral Development, Values, and Religion
- E. Social Contexts of Development
 1. Families, Lifestyles, and Parenting
 2. Peers and the Sociocultural World
 3. Schools, Achievement, and Work
- F. Endings
 1. Death, Dying, and Grieving

Grade Scale

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

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Critical Thinking Analyses	20%
2. Chapter Assignments	30%
3. Chapter Quizzes	20%
4. Common Assignment	15%
5. Critical Thinking Final Analysis	15%

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Students are responsible for initiating and completing the drop process. Students who stop coming to class and fail to drop the course will earn an 'F' in the course.

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4. Belligerent, abusive, profane, threatening, and /or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the disciplinary process.
5. Attendance will be monitored. 5 or more unexcused absences will result in an automatic letter grade reduction.
6. Failure to be able to contribute to the class discussion when called on can result in point reduction in Classroom participation.
7. Grading errors must be brought to the attention of the instructor. Posted grades will remain fixed after 10 days of initial posting.

Technical Requirements (for courses using Blackboard)

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

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 or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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.

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