

Lifespan Growth & Development (PSYC 2314)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: Passing the reading portion of TSI Assessment or TSI complete.

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

A Topical Approach to Life-Span Development, 7th Edition

John W. Santrock, UNIV OF TEXAS AT DALLAS

Hardcover, 620 pages ©2014,

ISBN-13-978-0-07-803550-0

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

Section 1: The Life-Span Perspective

Chapter 1: Introduction to Lifespan Development

Section 2: Biological Processes, Physical Development, and Health

Chapter 2: Biological Beginnings

Chapter 3: Physical Development and Biological Aging

Chapter 4: Health

Chapter 5: Motor, Sensory, and Perceptual Development

Section 3: Cognitive Processes and Development

Chapter 6: Cognitive Developmental Approaches

Chapter 7: Information Processing

Chapter 8: Intelligence

Chapter 9: Language Development

Section 4: Socioemotional Processes and Development

Chapter 10: Emotional Development

Chapter 11: The Self, Identity, and Personality

Chapter 12: Gender and Sexuality

Chapter 13: Moral Development, Values, and Religion

Section 5: Social Contexts of Development

Chapter 14: Families, Lifestyles, and Parenting

Chapter 15: Peers and the Sociocultural World

Chapter 16: Schools, Achievement, and Work

Section 6: Endings

Chapter 17: 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. Exam 1	20%
2. Exam 2	20%
3. Exam 3	30%
4. Classroom Activities, Participation	10%
5. Common Assignment	20%

Course Requirements

1. Students will participate in class discussions.
2. Students will complete reading/writing assignments.
3. 3 Major Tests. The final test is mandatory.
4. Missing 2 tests results in an automatic “F” for the course.
5. All students will complete the Common Assignment.

Assessment

Each of the course assessments addresses one or more of the Core Objectives: Critical Thinking Skills (CT), Communication Skills (COM), Empirical and Quantitative Skills (EQS), and Social Responsibility (SR).

Writing Tasks (CT, COM, EQS): Students will write multiple essays and participate in writing-related activities prescribed by the instructor. These essays are evaluated by the ability to evidence logical and critical thinking skills for assigned case studies, and further use basic information processing functions to submit such tasks. In addition, students will demonstrate active writing skills, and improvement of grammatical structure, toward diverse topics related to the Growth and Development including: biological processes, physical development, cognitive development, socioemotional processes and social contexts.

Course Projects (SR, EQS): Research a subject of choice related to lifespan development and quantitative research. Annotate, synthesize, & relate observable & numerical data presented in two scholarly, peer reviewed journal articles.

Comprehensive Exams (CT): The student must pass three exams in order to evidence concepts learned in the course.

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.
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.

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.

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