



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**LIFESPAN GROWTH & DEVELOPMENT
PSYC_2314-87 & 88**

SHELLY ROGERS-SHARER

NOTE: This is a Summer course.

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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.

Prerequisites and/or Corequisites:

None.

Course Notes and Instructor Recommendations:

Students will be expected to read all material thoroughly. This includes information in both Brightspace and Connect. Students are also encouraged to download course schedule, Power Points, and study guides provided in Brightspace. Grades are also available on Brightspace, and announcements here should be checked regularly as well.

Instructor Information:

Instructor Name: Shelly Rogers-Sharer

MCC E-mail: srogers-sharer@mclennan.edu

Office Phone Number: 254-299-8965

Office Location: MAC 327

Office/Teacher Conference Hours: Zoom meetings by appointment only. (*Send me an email to schedule a virtual meeting*)

Other Instruction Information: Cell phone: 254-644-8267 (call or text during business hours)

Required Text & Materials:

Title: A Topical Approach to Life-Span Development, 11th Edition

Author: John W. Santrock

Edition: 11th Edition

Publisher: McGraw Hill Education

Connect Access: ISBN 9781266000478

Note: The Connect Access Code is INCLUDED with your registration fee and does NOT require an additional purchase. This code contains an online version of the textbook and gives access to class assignments. Instructions for accessing these resources will be given on the first day of class. Please do NOT purchase this code. A hard copy loose leaf version of the textbook is available if you are a student who prefers a tangible textbook, but it is not required for the course.

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

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Methods of Teaching and Learning:

Lecture and/or videos, along with the following:

Assignments/Activities

- Various assignments, activities, and discussion boards will be completed during class modules that are intended to expand and enhance the student's understanding about important topics.

Objective Quizzes/Exams

- These assessments will include objective questions in various formats over the primary aspects (e.g. definitions, parts/features, relationships, etc.) of course topics from each chapter.

Connect Practice Sets

- Connect Practice Sets are progressive assessments over the student's reading of the textbook chapters. These are conducted online through the McGraw Hill Connect portal.

Course Objectives and/or Competencies:

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behaviors and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- **Critical Thinking (CT)** -- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communications Skill (COM)** -- to include effective written, oral, and visual communication.
- **Empirical & Quantitative Skills (EQS)** -- to include applications of scientific and mathematical concepts.
- **Social Responsibility (SR)** -- to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global

Learning Outcomes:

Upon successful completion of this course, students will:

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. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
3. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
4. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
5. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
6. Discuss the various causes or reasons for disturbances in the developmental process.

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Course Outline or Schedule:

DATE	CHAPTER/TOPIC	UNIT TASKS DUE	DUE DATE
Unit 1 May 30 – June 5	<i>(Modules 1-3 in Brightspace)</i> <ul style="list-style-type: none"> Syllabus & Orientation Chapter 1 – Intro to Lifespan/Theory Chapter 2 – Genetics & Prenatal Dev 	<ul style="list-style-type: none"> Discussion #1 – Introduction Orientation Quiz (Asmt 1) Smartbook Orientation Video Ch 1 Theories & Research (Asmt 2) Ch 2 Prenatal Dev (Asmt 3) Connect Practice Sets Chapters 1-2 Unit 1 Test (Chapters 1-2) 	Monday, June 5 @ Midnight
Unit 2 June 6 – June 12	<i>(Modules 4-6 in Brightspace)</i> <ul style="list-style-type: none"> Chapters 3 & 4 – Physical & Health Chapter 5 – Sensation & Perception Chapter 6 – Cognitive Development 	<ul style="list-style-type: none"> Discussion #2 – Staying Healthy Ch 5 Infant Reflexes (Asmt 4) Ch 6 Cognitive Dev (Asmt 5) Connect Practice Sets Chapters 3-6 Unit 2 Test (Chapters 3-6) 	Monday, June 12 @ Midnight
Unit 3 June 13 – June 19	<i>(Modules 7-9 in Brightspace)</i> <ul style="list-style-type: none"> Chapters 7 & 8 – Memory & Intelligence/Creativity Chapter 9 – Language Development Chapter 10 – Emotion & Attachment 	<ul style="list-style-type: none"> Discussion #3 – Genie’s Story Ch 8 Intelligence Theory (Asmt 6) Ch 10 Attachment (Asmt 7) Connect Practice Sets Chaps 7-10 Unit 3 Test (Chapters 7-10) 	Monday, June 19 @ Midnight
Unit 4 June 20 – June 26	<i>(Modules 10-12 in Brightspace)</i> <ul style="list-style-type: none"> Chapter 11 – Self & Personality Chapter 12 – Gender Development Chapter 13 – Moral Development 	<ul style="list-style-type: none"> Discussion #4 – Gender Roles Ch 11 Big Five (Asmt 8) Ch 13 Moral Dev (Asmt 9) Connect Practice Sets Chaps 11-13 Unit 4 Test (Chapters 9-11) 	Monday, June 26 @ Midnight
Unit 5 June 27 – July 3	<i>(Modules 13-15 in Brightspace)</i> <ul style="list-style-type: none"> Extra PP – Developmental Disorders Chapters 14 & 15 – Family & Peers Chapters 16 & 17 – School/Career & Death and Dying 	<ul style="list-style-type: none"> Discussion #5 – Death and Dying Developmental Disorders (Asmt10) Ch 14 Family (Asmt 11) Ch 15 Peers (Asmt 12) Connect Practice Sets Chaps 14-17 Final Exam (Chapters 14-17/Cum) 	Monday, July 3 @ Midnight

Course Grading Information:

The final grade will be based on the student’s average of 4 Unit Test Scores, a Final Exam, 17 Connect Practice Sets, 12 Assignments, and 5 Discussion Boards. Each task type is described:

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Unit Tests: Each unit of instruction will end in a unit test over the material for that unit. Each test will be weighted at 10% of your final grade. They will cover information from your reading, my power point presentations, weekly activities and assignments. Tests are open and available to take during the days allowed for that unit. Tests over a unit will **NOT** be accepted after their due date! **For example:** Unit 1 will cover chapters 1-2. This unit is open from May 30 – June 5, so the first Unit Test will be ***due at midnight on Monday, June 5.***

Final Exam: The final exam will cover the lessons, power points, and reading of the last 4 chapters (chapters 14-17). However, 25% of this final will also cover previous material and be cumulative of the course. The final will be available after the material has been covered and will be due at midnight on Monday, July 3. **No exceptions will be made for taking this test early or late!** The final exam will comprise 10% of the student's final grade.

Connect Practice Sets: The average of 17 chapter quizzes will make up another 20% of the final grade. The Connect practice sets are progressive learning, so number of questions depends on students accuracy of their first answers given. **Practice Sets are due at the unit due dates for the chapters covered in that unit and CANNOT be made up!**

Discussion Boards: This course has an introductory discussion board and 4 other discussion boards (one in each unit). Each DB requires a 100-word primary post and a 50-word reply post. Each DB is worth 100 points and the average of these comprises 15% of the student's overall grade. **DBs will NOT be opened after they close!**

Assignments: The final 15% of your final grade will be the average of your scores from your chapter assignments. Not all chapters have an assignment, but the chapters with assignments are specifically noted in your course calendar. These are various assignments (i.e. short quizzes, individual projects, etc.) that you complete by the unit due date. They are connected to some topic or activity to be covered during the unit. Each assignment is worth 100 points and the average of these will make up 15% of your total, final grade. (Note: There are 12 assignments.) **Assignments also CANNOT be made up past their due date!**

Grading Summary:

Test 1 (Chapters 1-2) =	10%
Test 2 (Chapters 3-6) =	10%
Test 3 (Chapters 7-10) =	10%
Test 4 (Chapters 11-13) =	10%
Final – Test 5 (Chapters 14-17 & Cumulative) =	10%
17 Connect Chapter Practice Set Average =	20%
5 Discussion Boards Average =	15%
<u>12 Assignment Tasks Average =</u>	<u>15%</u>
FINAL GRADE =	100%

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The traditional score equivalency will be used in this class:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = BELOW 60%

Late Work, Attendance, and Make Up Work Policies:

No assignment, DB, or practice set is allowed to be made up after its due date and only 1 test may be made up with instructor permission. The final exam MUST be attended as scheduled.

Incomplete Grade:

Only students who have completed and passed 80% of the course requirements will be eligible for an incomplete. Illness, death in the family, or other extenuating circumstances needs to be present; and consultation with the instructor is mandatory.

Student Behavioral Expectations or Conduct Policy:

Each student is strongly recommended to participate in class. Due to the diversity of the students, many different viewpoints will be held. Students may not only disagree with each other at times, but the students and instructor may also find that they have different views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructor alike will be more encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs and/or ideas expressed in class or assignments. Respect will be given for the views of others when expressed in classroom discussions. The instructor expects students to also treat each other with respect and manifest appropriate classroom behavior.

If the instructor becomes aware of cheating or plagiarism, an automatic 0 will be given for that task. These behaviors will be reported as per MCC policy. See MCC's policy on Academic Integrity for more information.

Attendance:

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. Instructor will follow the MCC attendance policy strictly,

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dropping students after 25% of classes are missed. *For this class, the student will be dropped after missing any combination of 10 graded tasks required for the course.*

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

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Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

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ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit www.mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu 254-
2998122
Room 319, Student Services Center

Title IX:

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email (ast@mclennan.edu) during the above mentioned times.

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's Pantry are located on the second floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to

<https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/FacultyandStaffCommons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails. For more information about your student email account, go to www.mclennan.edu/studentemail.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication

method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](#)
- [Email Setup for Androids](#)

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.