PSY 322- Lifespan Development

COURSE SYLLABUS: Spring 2024
MWF 11:00-11:50 am BA 245

INSTRUCTOR INFORMATION

Instructor: Dr. Louis
Office Hours: Appointment only
University Email Address: marcy.louis@tamuc.edu
Preferred Form of Communication**: Email**
Communication Response Time: 24-48 hours on weekdays
Note. **Emails without proper salutations or not sent from leomail will NOT be responded to.**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
Lally, M. & Valentine-French, S. (2019) Lifespan Development: A Psychological Perspective, Second Edition. The Open Education Resource http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf

In addition, video lectures, handouts and/or reading materials may be placed on D2L.

Course Description:

Understanding Human Development is a developmental psychology course that examines the changes, both growth and decline, across the human lifespan from conception to death. It includes physical, cognitive, and socioemotional changes that help to shape our lives. Topics include the importance of the prenatal environment on development, formation of language, self-esteem and identity, romantic relationships, retirement, and dying. What you will find is that our journey through life is incredible – from learning to walk to compensating for physical declines in later life.

Course Format:

This is an in person course. In our class meetings we will discuss the assigned readings and consider applications of the content.
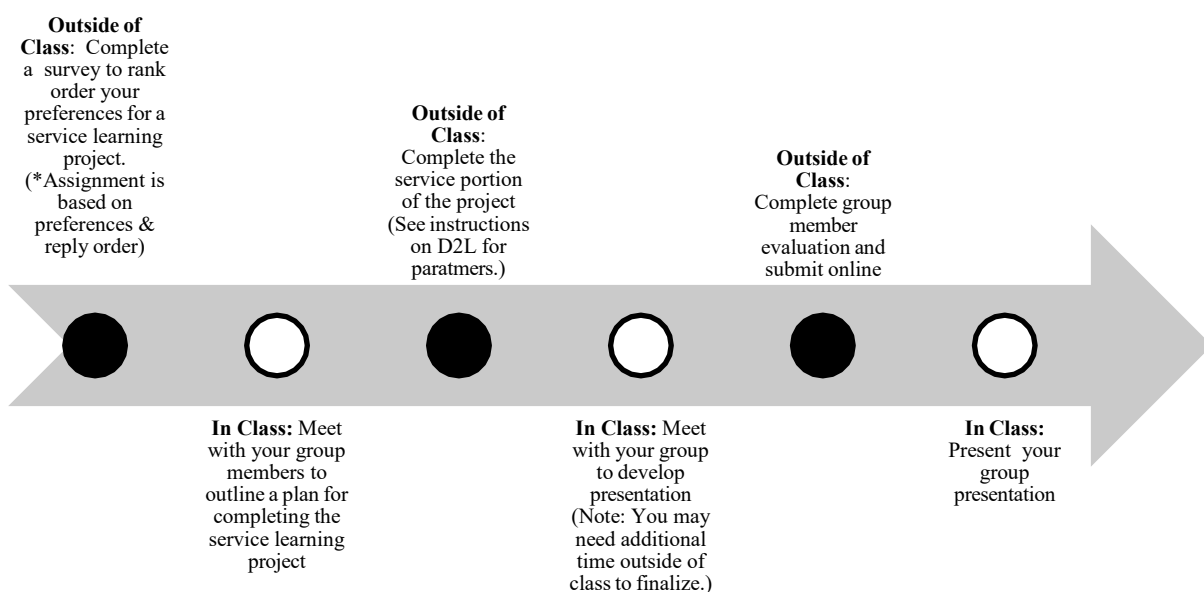
Course Philosophy:

This course should be educational and interesting to you. After all, this is a course that will directly apply to your life. I encourage you to really engage yourself in this course. If you have questions, please do not hesitate to contact me.

Course Objectives (Student Learning Outcomes; SLOs):

1. Students will recognize key issues regarding physical, cognitive, and socioemotional changes that occur across the major stages of development – prenatal, infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood, and death and dying. Students will demonstrate the importance of research along with understanding how this research is conducted, including research methodology and ethical issues
2. Student will further develop communication skills to discuss psychological concepts related to developmental psychology
3. Students will develop as a group a service learning project that corresponds to course topic.
4. Groups will prepare a formal presentation summarizing the service learning project and explain its application to their selected course topic.
5. Students will evaluate group member contributions on the service learning project per a rubric.

Course Assignments:

1. **Content Exams** – Testing promotes learning (Roediger & Karpicke, 2006). The instructor will provide study guides to prepare for the content exams. There will be three content exams consisting of 50 multiple-choice questions. The best two out of three exams will count toward your course grade. Exams are worth 40% of your course grade (20% each).
2. **Admission Tickets** – Students will bring with them to class a completed short assignment in which they answer a prompt provided by the instructor. These admission tickets will serve as attendance and a form of participation. Students should be prepared to discuss their responses when we meet in class. There are 18 admission tickets total, and 15 are required. Therefore, students can miss up three admission tickets. These are worth 15% of your course grade (1% each).
3. **Service Learning Project (SPL)** – In groups of ~ four, students will conduct a service learning project related to lifespan development (e.g., organizing a book or food drive to donate to an organization in the community, helping an organization build a website, etc.). Groups will deliver a presentation to share their project with the class. Group members will evaluate each other, and this will count toward the grade, so be sure to be an active contributor to the group project. The project is worth 25% total.

Outside of Class: Complete a survey to rank order your preferences for a service learning project. (*Assignment is based on preferences & reply order)

Outside of Class: Complete the service portion of the project (See instructions on D2L for paratmers.)

Outside of Class: Complete group member evaluation and submit online

In Class: Meet with your group members to outline a plan for completing the service learning project

In Class: Meet with your group to develop presentation (Note: You may need additional time outside of class to finalize.)

In Class: Present your group presentation

4. **Research Exposure Requirement** – Students are required to complete credit hours of research through the departmental participant pool via Sona or write research article summaries. If you chose to participate in research studies, half of them need to be completed in person. See D2L for more information. This assignment is worth 5% of the course grade.

** *Students may complete additional research hours for extra credit. See D2L for research exposure requirement details and extra credit information.*

5. **Cumulative Final** – Students will complete a cumulative final exam during the final exam week. The format of the exam will be the same as the previous exams with 50 multiple-choice questions. This assignment is worth 15% of the course grade.

Visual Recap of Assignments

Assignment	SLO	Format	% Weight
Exams (Best 2 out of 3)	1	Recognition Test	40%
Admission Tickets	3	Written Responses	15%
Research Exposure Requirement	2	Research Studies and/or Research Article Summaries	5%
Service Learning Project (SPL)	1, 4, 5, 6	a) Service Learning b) Presentation	25%
Cumulative Final	1	Recognition Test	15%

Grade Distribution:

Grade	Percent
A	90-100

B	80-89
C	70-79
D	60-69
F	Below 60

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I do my best to respond within 48 hours of receiving an email. If you do not hear back from me within 48 hours, please email me again in case I did not receive your message. My office hours are also stated at the beginning of this syllabus. Your assignments will be graded and returned to you within two weeks.

When emailing, be sure to include your course number/course name (PSY 322) in the email. Correspondence with your instructor should be professional.

Minimal Technical Skills

Needed Skills needed include being able to use the learning management system to access course materials. Additionally, proficiency in Microsoft Office (Word and PowerPoint) is needed.

Student Responsibilities or Tips for Success in the Course

In order to succeed in this course you need to keep up with the readings and complete the assignments.

TECHNOLOGY REQUIREMENTS

All course sections offered by A&M-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS).

LMS Requirements:

https://community.brightspace.com/s/article/Brightspace-Platform-Requirements LMS

Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_su pport.htm

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems.

These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Course and University Specific Policies COURSE

POLICIES

Plagiarism: Texas A&M University-Commerce views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website (including but not limited to ChatGPT or other AI sources), reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for instructions on citing materials. When in doubt, ask me. Ignorance will not be tolerated as an excuse for plagiarism. Acts of plagiarism on any written assignment, including discussion postings, will result in severe consequences, including the possibility of receiving a zero in the course. Acts of plagiarism will be reported to the department head.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Duplication may result in a zero on an assignment.

Late Work: *Exams*, both the content and the cumulative final, must be completed on the day they are due. The best two out of three content exams will count as your dropped exam grade, so if you miss one content exam, that one will be dropped.
Attendance Tickets must be turned in at the very beginning of class; each student gets to drop three. **Service Learning Project** has a presentation component that must be submitted by class time that day to share with your class members. The service member group member evaluation must be turned on the designated due date. Failure to do so will result in a grade step deduction on your grade. The **Research Exposure Requirement** and any **Extra Credit** are due the day that the participant pool closes. There are no exceptions to this date unless severe circumstances and documentation is provided.

Netiquette and Etiquette: Offensive language and aggressive correspondence online or in class will not be tolerated. Students are expected to be respectful of differing opinions when communicating. See University Codes of Conduct section.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is found at https://www.tamuc.edu/student-code-of-conduct/ .

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty. pdf

Additionally, Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence (AI), ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty

ADA Statement – Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce Velma K

Waters - Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndS ervices/

Nondiscrimination Notice: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web url:

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProced ures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M- Commerce campuses. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

Counseling Center Resources: The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886- 5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance, and the updated syllabus will be posted to D2L.

TENTATIVE SCHEDULE

Week	Dates	Topic	Due Dates
1	Jan. 10th Jan. 12th	Syllabus, Ch. 1: Intro. to Lifespan Development	
2	Jan. 15th Jan. 17th Jan. 19th	No Class- University Closed Ch. 1: Intro. to Lifespan Dev. Ch. 1: Intro. to Lifespan Dev.	Admission Ticket
3	Jan. 22nd Jan. 24th Jan. 26th	Ch. 2: Heredity, Prenatal Development, & Birth	Admission Ticket Admission Ticket
4	Jan. 29th Jan. 31st Feb. 2nd	Ch. 3: Infancy & Toddlerhood Ch. 3: Infancy & Toddlerhood **Service Learning Workshop 1**	Admission Ticket Admission Ticket (No Class). Post Preference for SLP and Group Members by 11:59 PM 2/2/24
5	Feb. 5th Feb 7th Feb 9th	Ch. 3: Infancy & Toddlerhood Ch. 4: Early Childhood Ch. 4: Early Childhood	**Project Idea due 2/7/24 @ 11:59 PM** **Survey due 2/9/24 @11:59 PM**
6	Feb. 12th Feb. 14th Feb 16th	Ch. 4: Early Childhood Review Day Exam 1	Admission Ticket In-class exam over chapters 1-4
7	Feb. 19th Feb. 21st Feb. 23rd	Ch. 5: Middle & Late Childhood	Admission Ticket Admission Ticket
8	Feb. 26th Feb. 28th March 1st	Ch. 6: Adolescence	Admission Ticket Admission Ticket
9	March 4th March 6th March 8th	Ch. 7: Emerging & Established Adulthood	Admission Ticket Admission Ticket
10	March 11th March 13th March 15th	*No Class* *Spring Break* *University Closed*	
11	March 18th March 20th March 22th	Review Day **Exam 2** Ch. 8 Middle Adulthood	 Admission Ticket
12	March 25st March 27th March 29th	Ch. 8: Middle Adulthood Ch. 8: Middle Adulthood **Service Learning Workshop 2**	 Admission Ticket No Class Post SPL updates & questions
13	April 1st April 3rd April 5th	Ch. 9: Late Adulthood Ch. 9: Late Adulthood Research Exposure	Admission Ticket Admission Ticket No Class
14	April 8th April 10th April 12th	Ch. 9: Late Adulthood Ch. 10: Death and Dying **Service Learning Workshop 3**	Admission Ticket Admission Ticket No Class, Post SPL updates & questions
15	April 15th April 17th April 19th	Service Learning Presentations Service Learning Presentations Service Learning Presentation/Components	
16	April 22nd April 24th April 26th	Ch. 10: Death and Dying Ch. 10: Death and Dying Exam Review	**Research Exposure Due 4/26 @ 11:59 PM**
17	April 29th May 1st May 3rd	**Exam 3** Optional Final Review Flex day for any uncovered content	**Service Learning Project Components due 5/3/2024 @11:50 AM**
17	May 8th	**Cumulative Final** 10:30 am - 12:30 pm	

* Admission Tickets are due at 11:00 am at the very beginning of class.

** **All courses are <u>required</u> to meet during finals week <u>per university</u> policy**. See the following link for the finals schedule: <mark>(Revised link coming soon)</mark>
HTTPS://INSIDE.TAMUC.EDU/ADMISSIONS/REGISTRAR/DOCUMENTS/FINAL%20EX AM%20SCHEDULE%20FALL%20202380.PDF