Description and Goals of the Course
This course will introduce you to major theories and topics in the field of developmental psychology. We will emphasize theories of attachment and successful development throughout the lifespan, in terms of normative physical, cognitive, social and emotional development.

A combination of readings, lectures, discussions, and written work will be used throughout the course. This course covers a lot of material and it is imperative not only that you read the material carefully but with a critical eye as well. My goal is to give you an understanding of lifespan development and how it may apply to you, people you know or perhaps if you choose a career in psychology, your future patients. I expect you to take an active, analytic, critical and self-critical approach to the material, theories, and methods we cover, as well as your own beliefs and ideas regarding the subject.

Student Learning Objectives
1) Accurately describe the main points of the developmental theories we cover in the textbook; and how they apply to development throughout the lifespan.
2) Use the information from your text as background knowledge and information to apply to real-world situations.

Blackboard
This course is entirely online and will use the Blackboard platform. You are expected to have reliable and dedicated internet access which enables you to view electronic resources, participate in discussions, and complete online exams. Blackboard will also be used for posting important class documents including information about tests, supplemental readings, specific instructions for the various writing assignments, announcements, homework, and project assignments. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you do not know your login information for Blackboard, please contact the IT Help Desk, (361) 825-2692. If there are issues within your Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your ISP.
Course Evaluation
Readings
You are required to read assigned chapters from the text before the week during which we will
discuss them. Your textbook also has online resources available and I encourage you to utilize
this interactive program. This site from the publisher has review materials such as practice
quizzes, self-assessments, and other activities to help you maximize learning. While these
supplemental activities will not be graded, they will help you to understand material and increase
your overall mastery in the class.

You may also be assigned additional readings throughout the semester. Instructions on accessing
assigned readings will be posted on Blackboard. These supplemental readings are designed to
broaden your understanding of the subject material.

Exams (400 points)
Exams will be taken online and cover the textbook chapters and class discussions from the
preceding section (see class schedule). Typically, the testing window will be available for 24
hours to allow for some flexibility. More information about accessing online tests will be
provided in class discussions.

There will be 4 tests which will count towards the final grade. Exams will be multiple choice
and short answer. Each test is worth 100 points. There will be no make-up tests. If are unable
to complete tests online, please contact the instructor in advance to arrange alternate
arrangements.

Discussions (50 points)
You are expected to post at least one discussion prompt and respond to at least two additional
discussions, per week. Discussions should be focused on weekly reading material. More
information about discussions, including grading rubric, will be provided once class begins.

Group Project (100 points)
Lifespan development is designed as a survey course, covering all aspects of human growth and
development from pregnancy to death. As a result, you will be exposed to a variety of basic
concepts and theories. This assignment is your opportunity to explore one single aspect of
development more in-depth, work collaboratively with others, and relate the information via
presentation. Further instructions will be provided. Due dates will vary, based upon the area of
study chosen.

Homework/Participation (50 points)
Additional homework assignments and supplementary readings will be randomly assigned.
Credit for this work will be graded on accuracy, completeness, and how well it was used to
prepare for and contribute to class discussions. Incomplete work may result in loss of credit for
that assignment.

Situations which require you to miss a deadline must be discussed with me in advance. You are
expected to regularly participate in class. Please discuss any emergencies or other mitigating
circumstances with me.
Your overall grade will be calculated based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Test 1</td>
<td>50 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Online Test 2</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Online Test 3</td>
<td>200 points</td>
<td>50%</td>
</tr>
<tr>
<td>Online Test 4</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>50 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Group Project</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>In-class work, homework &amp; participation</td>
<td>50 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/ 400</td>
<td></td>
</tr>
</tbody>
</table>

90-100% = A 358 - 400 points indicates work of distinction, of consistent and exceptionally high quality
80-89% = B 318 – 357 points indicates good work, maybe not consistent or of distinction
70-79% = C 278 – 317 points indicates average work
60-69% = D 238 – 277 points indicates marginal work
Below 60% = F Below 237 points indicates unacceptable work

VERY IMPORTANT – Late Work/Missed Exams
No late assignments will be accepted. Emergency situations which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.

Classroom Expectations
✓ Students are expected to actively participate in all class activities. This means that, not only are you expected to contribute to class discussions and activities, but your comments, questions, and contributions should indicate that you have read the assigned material and are prepared to contribute to class meetings.
✓ We are all adults and it is expected that we will treat other students and the instructor with respect. During discussions, feel free to express your disagreement with ideas but refrain from criticizing or belittling anyone (including researchers, authors, etc.) with whom you disagree.

Using Resources Outside of Class
There are a number of resources available to you outside of class and I strongly encourage you to contact me if you have any questions, difficulties, comments, or simply want feedback. I want you to succeed in this class.

I encourage you to set up study groups, or work with a partner whenever appropriate. Discussing the textbook material together and talking about what we are doing in class can be a great way to test your ability to express the ideas you are developing.

You are also strongly encouraged to make use of the Center for Academic Student Achievement (CASA). CASA offers a variety of services including tutoring, writing assistance, and mentors.
The personnel in the center are a great resource to help you with various aspects of academic and college life. You can access their website for additional information at http://casa.tamucc.edu/.

The Counseling Center can help you to better understand and address factors which may interfere with your academic success. Counseling can help to increase self-awareness, improve self-confidence, strengthen coping skills, and teach you more effective strategies for all aspects of your life. Counselors can also help you to improving study skills, reduce text anxiety, strengthen time management skills, and improve problem solving skills. They are located in the Driftwood Building and you can access their website at http://counseling.tamucc.edu/

**Correspondence**

Email is the best way to get in touch with me. *Be sure to include your course & section number in the email subject line.* I generally respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. While most questions can probably be answered via email, you may also schedule meetings during office hours to discuss more complicated concerns. Be sure to identify and remedy any concerns as early as you can during the semester. The more time we have to address concerns, the more likely it is that we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at http://catalog.tamucc.edu/content.php?catoid=8&navoid=242#Academic_Honesty and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Center for Academic and Student Achievement (CASA) at http://casa.tamucc.edu/ before engaging in any questionable behavior. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the assignment or exam.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s
ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Disabilities Accommodations
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
GRADE APPEALS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
## COURSE SCHEDULE

This is a tentative schedule. Dates may change at the discretion of the Instructor.

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>EXAMS</th>
<th>HW ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>History, Theory, &amp; Methods Biological Beginnings</td>
<td>Chapter 1&amp;2</td>
<td></td>
<td>Syllabus Quiz – Due 06/05 Article Review – Due 06/08</td>
</tr>
<tr>
<td>Week 2</td>
<td>Infancy</td>
<td>Chapters 3&amp;4</td>
<td>Online Exam 1 – 06/12/2015</td>
<td>Group Discussion –Due 06/10 Critical Thinking – Due 06/10</td>
</tr>
<tr>
<td>Week 3</td>
<td>Early &amp; Late Childhood</td>
<td>Chapters 5-8</td>
<td>Online Exam 2 – 06/19/2015</td>
<td>Group Discussion –Due 06/17 Critical Thinking – Due 06/17</td>
</tr>
<tr>
<td>Week 4</td>
<td>Adolescence &amp; Early Adulthood</td>
<td>Chapters 9-12</td>
<td>Online Exam 3 – 06/26/2015</td>
<td>Group Discussion –Due 06/24 Critical Thinking – Due 06/24</td>
</tr>
<tr>
<td>Week 5</td>
<td>Middle &amp; Late Adulthood Death &amp; Grieving</td>
<td>Chapters 13-17</td>
<td>Online Exam 4 – 07/02/2015</td>
<td>Group Discussion –Due 07/01 Critical Thinking – Due 07/01</td>
</tr>
</tbody>
</table>