Lifespan Development Psychology
Psyc 2314.003, Spring '18
TR 9:30-10:45, OCNR-118

Instructor: Collin Scarince
Email: Collin.Scarince@tamucc.edu
Office: Third Floor Bay Hall (near room 352)
  M: 9:00 am – 11:00 am
  T: 11:00 am – 12:00 pm

Course Information:
Essentials of Lifespan Development (5th Edition) by John Santrock,
McGraw-Hill
ISBN 9781259637247

Online Content: Blackboard
Supplemental materials: Other materials for assignments will be provided online through Blackboard.

Course Overview:
Welcome to Psyc2314, section 3—Lifespan Development Psychology—at TAMUCC! In this course we will explore how humans develop from a few simple cells to complex, social creatures. You will learn how psychologists study human development, and the general principles that guide our understanding of it.

The format of this class might be a little different than you’re used to. There will be a mix of traditional lecture and team-based group work. You will be assigned to permanent teams and you will work together to complete quizzes, in-class activities, exams, and projects. This team-based, activity centered approach is the product of research on effective ways of learning by making it active. These active learning strategies have been shown time and time again to improve student engagement and, ultimately, learning (Plus, no one wants to hear me drone on for over an hour anyway).

This course has been designed to be interactive and more hands on than traditional lecturing classes to help you engage with the material at a deeper and more practical level. My primary goal for this class is for you to not only be able to wow your family with all the fancy words you’ve learned at college, but how to apply the basic principles of psychology outside of the classroom. I hope you enjoy it!

Learning Objectives:
By the end of this course, you will be able to...
- Accurately describe the main points of the developmental theories we cover in the textbook; and how they apply to development throughout the lifespan.
- Use the information from your text as background knowledge and information to apply to real-world situations.
Assessments:

Individual work

Quizzes: Before we discuss a chapter in class, you will complete a quiz on Blackboard. There will be a quiz for each reading, and the due dates are listed in the course calendar below. Your best 15 of the 17 quizzes (plus course pre-quiz) will count towards your final grade.

Pre-quiz. There is a pre-quiz available on Blackboard that will be due before the next class. I will use this quiz to 1) assign groups, 2) assess how much you, as a class, already know about psychology, and 3) assign grade weights. Completing this quiz is worth 3% of your final grade. Your performance will not determine your grade on this quiz. It will be graded simply as complete or incomplete.

Application Paper: You will write a paper in this course about applying some of the concepts we discuss in class. Detailed instructions for each paper will be given later in the semester.

Daily Activities: You and your group will complete an activity at the end of each class. These activities are intended for you to get a deeper and applied understanding of the material that will be covered in lectures and readings. These are low-stakes assignments for you and your group to explore the material further. Some will require each member of your team to turn in a sheet, while others will only require one per team. There will be, at most, a total of 21 group activities. Your lowest 3 of these will be dropped from your final grade.

Team work

Final Team Project: Towards the end of the semester, you and your group will complete an in-depth research project about one of the topics covered in class and make an informational video about that topic. More information about this project will be given later in the semester.

Group Exams: You and your group will complete in-class group exams at the end of each unit. These exams will consist of problems or questions that require integrating several topics covered in a unit of the class. These exams are open book and will require your group to work as a cohesive unit to finish the exam in the allotted time.

Team Quizzes: At the beginning of each class, you and your team will answer five multiple-choice questions based on the reading. These questions will be more difficult compared to the individual quiz questions, and will be closed book. The format of the quizzes will also allow for you to get partial credit for questions you are less sure about.

Team Evaluations: At the end of each unit you will rate your teammates on their performance and contributions to your teamwork. Each member will distribute a set amount of points across all group members (see more instructions below).

Grade Weights: To give you some control over how you will be assessed in this course, you will choose how assignments will be weighted, as a class. During the prequiz, you will select one of the grade weight options below. Whichever one receives the most votes will be how the assignments will be weighted. Choose carefully.
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<th>Lone Wolf</th>
<th>Equalizer</th>
<th>A-Team</th>
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<tbody>
<tr>
<td>Individual</td>
<td>70%</td>
<td>50%</td>
<td>30%</td>
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<td>Individual Quizzes</td>
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<td>Group Exams</td>
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<td>Team Quizzes</td>
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<td>Group Evaluations</td>
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**Grades:**

Final grades will be based on the cumulative percentage you earn on all assignments using the following scale:

A = ≥90%
B = 80% → 89%
C = 70% → 79%
D = 60% → 69%
F = <60%

All raw percentages will be rounded based on the first digit after the decimal. Numbers of 0.5 or greater will be rounded up, and those lower than 0.5 will be rounded down. This rounding scheme is not negotiable. If you are on the borderline between two grades, this will determine which grade you are assigned. So, make sure you track your grade early and scoop up as many extra credit opportunities as you can to avoid falling short.

“Curving.” As stated above, your grade will be based on how well YOU perform in the class. I will not adjust your grade (for better or worse) based on the class average and variance for the course. Also, I will not adjust your scores for quizzes, papers, group activities, or peer evaluations based on the class average. The only scores I will adjust in this course are group exams, when necessary. If the class average for an exam is below 70%, I will add the difference to everyone’s exam scores to shift the mean up to 70%. That being said, don’t count on getting a point bump. Big classes like this tend to have evenly distributed scores right around a C or higher. Study hard so you can be sure you get the grade you want.

**Team Evaluations:**

You are going to evaluate everyone in your group at the end of each unit of this course. You will be given a set amount of points (20 for each team member) to distribute amongst your teammates (including yourself). You must distribute all the points in this pool for your
evaluations. If you think everyone in your team contributes equally to your group work, you can
distribute the points evenly (i.e., 20 points each for a five-person team). If you think someone
did a spectacular job or was freeloading, you can change your distribution accordingly. Again,
you need to use all of your points; if you give someone more than 20 points, you’ll need to take
points away from someone else. You will also need to provide justification for your point
distributions.

You must turn in evaluations for your team in order to get a grade for your own team
evaluation. **Failing to turn in your team evaluation will result in a 0 for your grade!**

**In-class Policies:**

*Attendance:* I will not track your attendance, per se, but you must be in class to get credit for the
daily activity. Also, teams will track their own members’ attendance, which may be taken into
account for the Team Evaluations. If you know you will be gone, let your team know when you
will be gone whenever possible, so you can make arrangements for you to complete the
assignment you’d miss on your own.

*Make-up/Late work:* Baring extreme circumstances, no late work will be accepted. The
dropped activities and quizzes are built into the course to accommodate unexpected
circumstances that inevitably occur during the semester. If you know you will miss a day of
class, let me know immediately so arrangements can be made. Also, there are plenty of
opportunities to accumulate points through team activities. Missing one or two assignments
will not devastate your grade.

*Group Activities:* You will be assigned to permanent groups that you will work with every week.
These groups are created to maximize diversity within them and to decrease the probability
that a majority of the members will be gone in a single class. The idea that you’ll have to meet
and interact with a few strangers might make you uneasy now, but this will be the same when
you get a job. The group activities will consist of activities, discussion, debates, and problem
solving.

*In-class participation:* You are expected to participate in class either in your team or with the
class during lecture, when there is one. Your group participation will be evaluated by your
teammates in the group evaluations. I mean, you’ve already made the effort to come to class;
you might as well be involved.

*Contact with Instructor and TAs:* You can, technically, reach me through Blackboard; however, I
prefer to be contacted through my email address (Collin.Scarince@tamucc.edu). To get the
fastest response from me, email me with the following subject:
Psyc2314 question – {LASTNAME}, {FIRSTNAME}.
This will help keep your messages from being lost in the bottomless voids that are my email and
Blackboard inboxes. If you email me after 5 p.m. or during the weekend, you might not receive
a reply until the following business day.
**Digital technology:** I’m sure you all know the drill by now. Silence your cell phones and use any
digital devices for class-related purposes, only.

**Extra Credit:** Extra credit opportunities will be offered over the course of the semester and will
often be distributed/announced in class. There will be one extra credit assignment for each
unit, and smaller opportunities will occasionally be offered during a class period (just another
reason to come to class). Because all of the extra credit opportunities are available to all
students, no special consideration for extra credit will be offered on a student-by-student basis.

**On grades, scholarships, academic standing, and the like:** I understand that you, as students,
may be under considerable pressure to get good grades to maintain scholarships, stay in school,
or get into grad school. I really do get it; I’ve been there, too. I don’t want anything bad to
happen to you as a result of failing this class, but your grade in this class is YOUR responsibility.
We will do our best to assign grades that match the merit of all work that you provide us. DO
NOT come to me, or the TAs, asking for better grades, because you need a good grade to keep
you GPA at an appropriate level. It puts unfair pressure on me and the TAs, whether that is your
intention or not. If you ever have questions about your grade on a particular assignment,
always feel free to ask about it, and do so in a timely manner. Be mindful of your current grade
on Blackboard, turn in all the assignments, and take time to study. If you can do all that, you’ll
do just fine.

**Institution Policies:**

**Disability Services**
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.

**Plagiarism/Cheating**
Put simply, do your own work. In a course like this, where there is a mix of individual and group
work, it is very important that you follow the instructions for each assignment. I will do my very
best to make it clear what assignments you should do on your own (exams, quizzes, etc.), but
bear in mind, even when working with your group members you should always try to actively
contribute and understand the material. You aren’t in this class to get another letter on your
transcript; you’re here to learn the content of this class. The best way to do that is to do your
own work.
Along with that, never ever, EVER copy work by other people and outside sources. When writing papers for this class, always use your own words. Don’t get on Google and copy definitions and the like. I’m not interested in your copy-and-paste skills; I need to know if you are learning the material, and I can only do that if you do your own work.

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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” or “0” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

**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. Friday, **April 6** is the last day to drop a class with an automatic grade of “W” this term.

**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.
**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.

**Grade Appeals Process**
As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Some Important Dates**

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<thead>
<tr>
<th>Spring 2018</th>
<th>DEADLINES</th>
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<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 16</td>
<td>Classes begin Regular Spring and 1st 7-Week Session</td>
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<td>January 23</td>
<td>Last day to register or add a class</td>
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<td>February 27</td>
<td>Last day to apply for Spring graduation</td>
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<td>March 9</td>
<td>Last Day of classes for 1st 7-Week Session and Final Exams</td>
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<td>March 12-16</td>
<td>Spring Break</td>
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<td>March 19</td>
<td>First Day of Classes 2nd 7-Week session</td>
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<td>March 21</td>
<td>Grades due for 1st 7-Week session</td>
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<td>April 6</td>
<td>Last day to drop a class</td>
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<td>May 1</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>May 2</td>
<td>Last day of classes Regular Spring &amp; 2nd 7-Week Session and Final exams</td>
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<tr>
<td>May 3</td>
<td>Reading Day</td>
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<tr>
<td>May 4, 7-10</td>
<td>Final examinations</td>
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Changes to the syllabus:
The content of this syllabus is subject to change with appropriate notice. Any changes made to the syllabus, including class schedule, assignment due dates, and test dates, will be made to benefit the class if the pace of presenting the material is too fast or too slow. Check Blackboard for the most up-to-date due dates and assignments.