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

A combination of readings, virtual Powerpoint slides and slideshow lectures, courseroom discussions, written work, and a presentation project will be used throughout the course. This course covers a large amount of material and it is imperative you read the material thoroughly, while utilizing your skills of critical thinking. The course goal is to give students an understanding of lifespan development within the field of psychology and how it may apply to them and those around them. This class will also serve as an important foundation, should students decide to follow a career within the field of psychology, education, medicine, or other behavioral sciences.

Student Learning Objectives
1) Accurately describe the main points of the developmental theories in psychology and how they apply to development throughout the lifespan.
2) Use the information from your text as a guide and background knowledge to apply to real-world situations.
3) Appropriately utilize research resources and APA format to describe topics within developmental psychology.

Course Requirements
*Essentials of Lifespan Development (5th Edition) with Connect Access by John Santrock, McGraw-Hill*
ISBN 9781260170399 (loose-leaf copy with Connect access card)
*OR*
ISBN9781259915338 (Connect access card with ebook only)

McGraw Hill Connect (access included with text) is an online student class support system. As such, it is designed to provide you with supplemental lessons, videos, and exercises that are designed to help you master the material. More importantly, McGraw Hill Connect allows the opportunity to do self-assessments as you prepare for exams. The Connect Access is REQUIRED for this section of PSYC2314, as many of the virtual courseroom discussions will be based off the material found in Connect.

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, 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 engaging in weekly discussions. Your textbook also has online resources available and I encourage you to utilize this interactive program. Resources include quizzes, self-assessments, LearnSmart, 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 (40% of your grade)
Exams will be taken online and cover the textbook chapters and class discussions from the preceding section (see class schedule). The testing window will be open for 24 hours on exam days. More information about accessing online tests will be provided in class announcements and within the Syllabus and Information section of the course.

You are required to take 4 online exams during the semester. The exams will cover material that is presented in section PPTs and covered through assigned readings. The average of the four exams will make up 40% of your final grade. Exams will be multiple choice and may include some short answer or fill-in-the blank items.

In addition to the four required exams, there will also be an optional final comprehensive exam (FCE) on the assigned final exam date. Please note that this exam will be given on the finals date assigned to this class. You may choose to take the FCE to replace your lowest exam performance. It cannot hurt you to take the FCE, if you do worse on the FCE than your lowest exam score, your grades will remain as if you had not taken the FCE. If you miss a regular exam for any reason, you must take the FCE to replace the missed exam grade; there will be no make-up exams.

Exams in this course will be online. Typically, students will be required to use the Respondus Lockdown Browser to access exams; however, if any individual or class is suspected of engaging in academic dishonesty, students may be required to utilize Respondus Monitor for some or all of the course exams. This program uses a webcam and video technology to prevent cheating during online exams. Use of the Monitor feature requires a small fee to utilize. Students are responsible for downloading required program(s), ensuring appropriate equipment to utilize this service, and paying any associated fees prior to the testing window, if required.
You are allowed to drop one exam, which will allow for unforeseen contingencies or a low test score. If you are satisfied with your first four exam scores, you may use this optional drop test for your final. If you missed any of the first four tests, or did not score as well as you would like, then you should plan to take the final exam.

**There will be no make-up exams.**

**Courseroom Discussions (20% of final grade)**
You are expected to answer at least one discussion prompt and respond to at least two peer posts per week. To allow class members adequate time to read and respond to your prompt, your initial post should be completed by Wednesday and responses submitted by Friday. You are strongly encouraged to integrate information from outside sources, such as journals or other published works, with assigned readings. More information about discussions, including specific expectations, is provided within the Discussion Instructions located within the Syllabus and Information tab in Blackboard. Be sure to thoroughly read this document in order to maximize your score. If you do not post by the due-dates, you will receive a zero for those affected discussions – NO EXCEPTIONS.

**Presentation Project (20% of your grade)**
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, utilize multimedia, and relate the information via presentation. You will be responsible for submitting a presentation utilizing either Powerpoint with Audio, video showing you presenting a slideshow/Powerpoint, and/or WebEx. You should prepare these presentations throughout the semester and will be due toward the end of the semester. You should have at least 5 slides not including a cover slide and references slide (in APA format). The individual presentation is worth 70 points. Late work will NOT be accepted.

This presentation will be uploaded into Blackboard by the due date and made available for all online students in the class to watch. You will be assigned another student’s presentation to view after all presentations are uploaded by the due date, and you will write a paragraph summarizing that student’s presentation due a week after the initial presentation due-date. This portion of the project is worth 30 points.

Both portions of the Presentation Project will equal 100 points.

**Late work will not be accepted.**

**Research Essay (20% of final grade)**
You are required to write a 7-page (not including cover page or reference page), double-spaced, 12-point, Times New Roman-font, essay on a topic of your own personal interest within developmental psychology. This paper MUST utilize proper APA format, contain a cover-page, and a reference page. It does not need an abstract or table of contents. You must utilize at a
minimum 5 references to base the information on within your paper. You will turn this paper in within Blackboard utilizing either MSWord or a pdf file.

This paper will be gradually developed throughout the semester to ensure timely and quality work, and each section will earn points toward the total grade. The introduction of the paper will be due first, followed by the first two sub-topics of the paper, followed by any remaining sub-topics of the paper, then finishing up with the conclusion and references page. Each portion of the paper will have different due dates (see schedule) and the final essay will be due toward the end of the semester which would have incorporated any critiques I had for you in the portions of the paper turned in throughout the semester.

See the grading table below for details.

Your overall grade will be calculated based on the following:

<table>
<thead>
<tr>
<th>Exams (4 exams each at 100 point scale)</th>
<th>5 exams offered, drop lowest score; 4 exams averaged together TOTAL Possible: 100 points</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courseroom Virtual Discussions</td>
<td>Initial Post = 70 points/week Response Post = 30 points/week For weeks without response posts the initial post = 100 points/week Each week total points possible=100 points TOTAL Possible: 100 points from all weeks averaged together</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation Project</td>
<td>Individual Virtual Presentation in either Powerpoint, WebEx, or video = 70 points Paragraph Summarizing Another Student’s Video = 30 points TOTAL Possible: 100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>Introduction: 10 points First Two Subtopics: 20 points Remaining Subtopics and material in the body: 20 points Conclusion and References page: 10 points Final Essay put together with edits from prior portions: 40 points TOTAL Possible: 100 points</td>
<td>20%</td>
</tr>
</tbody>
</table>

FINAL GRADE BASED ALL FIVE CATEGORIES ABOVE 100%

| 90-100% = A                          | indicates work of distinction, of consistent and exceptionally high quality |
| 80-89% = B                           | indicates good work, maybe not consistent or of distinction |
| 70-79% = C                           | indicates average work |
| 60-69% = D                           | indicates marginal work |
| Below 60% = F                        | 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 couseroom discussions.
✓ 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 are also encouraged to drop by my office or make an appointment so we can discuss more complicated concerns. I advise you 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.
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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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.

Grade Appeals
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. 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.

Statement of Civility
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 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.

**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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a report to the Associate Dean of Students Angela Walker along with a zero for that assignment.

**Academic Honesty/Plagiarism**
**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**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.
### COURSE SCHEDULE

*This is a tentative schedule, and is subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>CHAPTER READINGS</th>
<th>MAJOR ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 1</td>
<td>Welcome and Introduction to the course</td>
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<tr>
<td>1/14-1/18</td>
<td>History, Theory, and Methods</td>
<td></td>
<td>Introduction “Who Are You?” Discussion—Due 1/18 No response</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>post required this week – only initial post</td>
</tr>
<tr>
<td>Week 2</td>
<td>History, Theory, and Methods</td>
<td>Chapter 1</td>
<td>Courseroom Discussion—Due 1/23 Response Post – Due 1/25</td>
</tr>
<tr>
<td>1/21-1/25</td>
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<td></td>
<td></td>
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<tr>
<td><strong>SECTION 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Biological Beginnings</td>
<td>Chapter 2</td>
<td>Courseroom Discussion—Due 1/30 Response Post – Due 2/1</td>
</tr>
<tr>
<td>1/28-2/1</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Infancy</td>
<td>Chapter 3-4</td>
<td>Courseroom Discussion—Due 2/6 Response Post – Due 2/8</td>
</tr>
<tr>
<td>2/4-2/8</td>
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<tr>
<td>Week 5</td>
<td>Exam 1 – Chapters 1-4</td>
<td>Paper and Exam</td>
<td>Introduction for Paper – Due 2/13 Paper – Due 2/15 (open 8am</td>
</tr>
<tr>
<td>2/11-2/15</td>
<td></td>
<td></td>
<td>until 11:59pm)</td>
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<tr>
<td><strong>SECTION 3</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Early Childhood</td>
<td>Chapter 5 &amp; 6</td>
<td>Courseroom Discussion—Due 2/20 Response Post – Due 2/22</td>
</tr>
<tr>
<td>2/18-2/22</td>
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<tr>
<td>Week 7</td>
<td>Late Childhood</td>
<td>Chapter 7 &amp; 8</td>
<td>Courseroom Discussion—Due 2/27 Response Post – Due 3/1</td>
</tr>
<tr>
<td>2/25-3/1</td>
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<tr>
<td>Week 8</td>
<td>Exam 2- Chapters 5-8</td>
<td>Paper and Exam</td>
<td>First two Subtopics for Paper – Due 3/6 Exam 2-3/8 (Open 8am</td>
</tr>
<tr>
<td>3/4-3/8</td>
<td></td>
<td></td>
<td>until 11:59pm)</td>
</tr>
</tbody>
</table>

**ALL DUE DATES IMPLY A DUE DATE BY 11:59PM ON THAT DATE**
<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
<th>Topic</th>
<th>Chapters</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11-3/15</td>
<td></td>
<td>Spring Break</td>
<td></td>
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</tbody>
</table>
| 3/18-3/22  | Week 9                   | Adolescence                                | Chapter 9-10 | Courseroom Discussion-Due 3/20  
Response Post – Due 3/22 |
| 3/25-3/29  | Week 10                  | Early Adulthood                             | Chapter 11-12 | Courseroom Discussion-Due 3/27  
Response Post – Due 3/29 |
| 4/1-4/5    | Week 11                  | Exam 3-Chapters 9-12                       | April 5th Last day to Drop a Class | Remaining Subtopics of Paper – Due 4/3  
Exam 3-4/5 (Open 8am until 11:59pm) |

**SECTION 5**  

<table>
<thead>
<tr>
<th>Week</th>
<th>Section</th>
<th>Topic</th>
<th>Chapters</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 4/8-4/12   | Week 12                  | Middle Adulthood                           | Chapters 13-14 | Courseroom Discussion-Due 4/10  
Response Post – Due 4/12 |
| 4/15-4/19  | Week 13                  | Late Adulthood; Death and Grieving         | Chapter 15-17 | Courseroom Discussion-Due 4/17  
Response Post – Due 4/19 |
| 4/22-4/26  | Week 14                  | Late Adulthood, Death/Grieving             | Chapters 15-17 | Conclusion/References of Paper – Due 4/24  
Virtual Presentation – Due 4/26 |
| 4/29-5/1   | Week 15                  | Exam 4-Chapters 13-17                      | Paper, Exam, Presentation Response | Final Copy of Paper Put Together – Due 5/1  
Response to Classmate Presentation – Due 5/1  
Exam 4-5/1 (Open 8am until 11:59pm) |

**Final Options**  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Final Optional Comprehensive Exam          | All Chapters                                                               | Final Exam Open:  
8am on May 3 until 5pm on May 9 |