Course Information

Instructor
Dr. Collin Scarince
Office: BH 351
Email: collin.scarince@tamucc.edu
Phone: (361) 825-4127

Materials [links will be added when course page is available]

Required Text
Lifespan Development: Biopsychosocial Perspectives (1st Edition) by Whitbourne & Davis; Cognella,
ISBN 978-1-5165-1411-3
*Please note: This text is different from other Lifespan Development courses offered here at TAMUCC

Software and Material
Microsoft Office Suite (instructions for downloading the suite can be found here)
TopHat Mobile App
Video Editing Software (free software for Windows can be downloaded here)

Supplemental Material
Other materials for assignments will be provided online through Blackboard.

Course Introduction
Welcome to Psyc2314—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. You will be assigned to permanent teams at the start of the term and you will work together to complete quizzes, in-class activities, 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 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 that involve human development.
- Describe the physical changes that occur across the lifespan.
- Describe the cognitive stages of development.
- Describe socioemotional and psychological changes that occur across the lifespan.
- Identify behaviors that increase the likelihood of successful physical, cognitive, and socioemotional aging.
- Explain the effects of environmental, individual, and behavioral factors on prenatal development.
- Design products that facilitate successful development based on theories of physical, cognitive, and psychological/socioemotional development.
- Describe the causes and effects of a disease, syndrome, or disorder that significantly impacts human development.

Assessments

Individual Assignments

Individual Quizzes
We will start each week that there is a reading with a quiz over the assigned reading. Quizzes will begin at the start of class on Mondays and administered via Top Hat. Your best 9 of the 11 quizzes will count towards your final grade.

Individual Exams
There will be a unit exam at the end of each unit and an optional cumulative final. The unit exams will cover the content of the respective unit, and the final exam will cover all content from the course. Exams will be administered on Blackboard and completed outside of class during the week of the End of Unit Activities (or in the case of the final, during finals week). Your best 3 of the 4 exams will count towards your final grade.

Daily Activities
On a typical week, you and your group will complete an activity during class on Wednesdays and Fridays. These activities are intended for you to get a deeper and applied understanding of the material covered in readings or lectures. These are low-stakes assignments for you and your group to explore the material further. You must be present to get credit for these assignments. There will be, at most, a total of 20 group activities. Your lowest 2 of these will be dropped from your final grade.

Extra Credit
Extra credit opportunities will be offered periodically throughout the course. There will be at least one extra credit assignment for each unit. 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. Extra credit counts towards your Individual Quiz grade, and a typical extra credit assignment is worth a little less than half of a quiz.
**Team Assignments**

**Team Quizzes**

After each individual quiz, you and your team will complete the same quiz as a team.

**End of Unit Activities**

At the end of each unit, you and your group will complete a small project and present what you produce to the class. These activities will be carried out over the entire week. On the first day of the activity your group will be given the parameters of the activity and will begin working. Between the first class and the following one, you will need to meet with your team outside of class to prepare your presentation. Each group presents their work during the following class meeting. The presentation will primarily be used for the basis of your grade. The reason for the short timeframe for these activities is that they are meant to, in some way, approximate exams. Those that have a firm grasp of the material will have no problems completing the project in the allotted time. Details and a grading rubric for each activity will be provided at the end of each unit.

**Final Team Project**

Towards the end of the semester, you and your group will complete an in-depth research project about a disease, disorder, or syndrome that impacts human development. More information about this project will be given later in the semester.

**Team Evaluations**

In order to motivate all members of a group to be involved in the class and their groups, you will complete evaluations of your teammates at the end of each unit and for the Final Team Project. These evaluations hold team members accountable to their teammates. Your teammates can become valued friends and a means to success in the course if you give your best contribution to all team activities. At the end of every unit, you will get a certain grade based on team assignments (i.e., team quizzes and the end of unit). Your group members will evaluate each other on their contributions to these team assignments, in this particular unit. You will be given a set amount of points (100 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., 100 points each). 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 100 points, you’ll need to take points away from someone else. You will also need to provide justification for your point distributions. Regardless of someone’s performance, you cannot assign anyone fewer than 50 points or more than 120 points.

Then, once you completed the peer evaluation for a particular unit, your actual grade on this unit will be calculated based on the unit grade multiplied by the peer evaluation. For example, say a team earn 85% on team assignments in Unit 1. On the first unit peer evaluation, Student A got a 100% on the peer evaluation (meaning this student was a regular contributor to team assignments); Student B got a 87% on the peer evaluation (meaning this student perhaps missed multiple days of class and when in class, does not contribute sufficiently to the assignments), and Student C got a 113% on the peer
evaluation (meaning this student comes very prepared to class, very engaged in class discussions etc.). Student A’s grade on Unit 1 will be \((85 \times 1.00 =) 85\), Student B’s grade on Unit 1 will be \((85 \times 0.87) = 73.95\), and Student C’s grade on Unit 1 will be \((85 \times 1.13) = 96.05\). In essence, your team performance grade is influenced in part by your peer evaluations of your contribution to that team grade.

- **The “Deadbeat” clause.** If you are absent for half or more of the days for a given unit, you will automatically receive the lowest possible score for your evaluations, and your teammates will not evaluate your performance. This only applies for a given unit, so if you miss half or more of the classes for one unit, that attendance record does not apply to any of the following units.

**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 first week of class, everyone will vote on their favorite grade weight scheme. The one with the most votes will be how assignments will be weighted.

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<thead>
<tr>
<th></th>
<th>Lone Wolf</th>
<th>Equalizer</th>
<th>A-Team</th>
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<tbody>
<tr>
<td><strong>Individual</strong></td>
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<tr>
<td>Individual Quizzes</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
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<tr>
<td>Individual Exams</td>
<td>23%</td>
<td>15%</td>
<td>12%</td>
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<tr>
<td>Daily Activities</td>
<td>25%</td>
<td>20%</td>
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<tr>
<td><strong>Team</strong></td>
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<tr>
<td>End of Unit Activities</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
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<tr>
<td>Team Quizzes</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
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<tr>
<td>Final Group Project</td>
<td>15%</td>
<td>20%</td>
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Final Grades

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

- A = 90% and greater
- B = between 80% and 89%
- C = between 70% and 79%
- D = between 60% and 69%
- F = 59% and lower

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, or team activities based on the class average. Big classes like this tend to have evenly distributed scores right around a C or higher. Study hard so you and your teammates can be sure you get the grade you want.

Digital Tools

Top Hat

Top Hat is a digital tool for active student engagement in class settings. You will use your phone (both standard and smartphones can be used), tablet, or computer to complete assignments that are posted on Top Hat. This includes individual quizzes (only phones can be used for quizzes), in-class activities, and polls during lessons. Towards the start of the terms, you should receive an email from Top Hat with instructions on how to register for this course, including a registration code. Check your junk folder if you do not see this email in your main mailbox. If you cannot find the registration email from Top Hat at all, please contact the instructor right away so another registration code can be sent.

If you do not have a smartphone or a smartphone that is compatible with the Top Hat app or do not have a tablet or laptop to bring to class, contact the instructor as soon as possible so that hard copies of the in-class activities can be made available for you to complete during class.

More information for signing up for Top Hat and troubleshooting can be found [here](#).
**Blackboard**
Blackboard is the course management software used by TAMUCC. We will use Blackboard for uploading documents to be graded, administer exams, to distribute supplemental material, make class-wide announcements, and record your grades for all assignments. I highly recommend that you check the course page on Blackboard often so that you are up-to-date on where you stand in the class.

**Microsoft Office**
All document submissions through Blackboard must be in the appropriate Microsoft Office file format (.docx, .xlsx, or .pptx) or PDF format. Part of your student fees cover access to both cloud versions of the Microsoft Office Suite as well as full downloadable versions of the suite (for both Windows and Mac). I highly recommend you install Microsoft Word, Excel, and PowerPoint on your personal computer, as all of these file formats will be used during the semester. You can find instructions on how to get your student access to the software [here](#) [link will be inserted when course page is available].

If you prefer other platforms, such as Google Doc/Sheets/Slides or Apple’s Pages/Numbers/Keynote, it is your responsibility to learn how to export your files to the correct format. Submissions that are not Office or PDF formats will be treated as a non-submission, and you will not be able to resubmit after the deadline for a given assignment passes.

**In-Class Policies:**

**Make-Up/Late Work**
Baring extreme circumstances, **no late work will be accepted** without arrangements made before the due date. 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 for you to complete the activity for the day you will miss. 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 day of class. 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. And, just like in a job, your work will be better if you get to know your colleagues a little. Semester-to-semester the groups that generally excel are ones that encourage interaction from all group members, take time during activities to make sure everyone is up to speed, and carefully discuss potential answers rather than rushing to be done. Your teammates can be a great asset, so take the time to build a friendly and respectful dynamic.
**Attendance and In-Class Participation**

You are expected to participate in class either in your team or with the class during lecture, when there is one. Each team will track the attendance of its members for each class meeting; however, the impact of attendance on your grade is less direct than in other class you might have taken. There is no “assignment” in the gradebook for attendance (i.e., receiving points for coming to class), but multiple components of your grade can only be completed in class. You can only take the quiz and complete the in-class activities if you are in class. You also will not be able to contribute to your group’s work if you are not in class, which will be reflected on your team evaluations. Besides, you’ve already paid for this course, might as well come to class and get the most out of it, and if you’ve already made the effort to come to class, you might as well be involved.

**Contacting the Instructor or TA’s**

You can reach me through Blackboard; however, I prefer to be contacted directly 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. You will need to use your phone/laptop for Top Hat, and I encourage you to use internet-connected devices to look up information for the activities, but keep your focus on the course work. Your #LivingMyBestLife InstaFaces (or whatever) can wait until after class.

**On Grades, Scholarships, Academic Standing, and the Like**

I understand that you, as students, are under considerable pressure to get good grades to maintain scholarships, stay in school, be accepted into the nursing program 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. I will do our best to assign grades that match the merit of all work that you provide me. DO NOT come to me (or the TAs or graders) asking for better grades, because you need a good grade to keep you GPA at a certain 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.
Institutional 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 (papers, 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 (including your teammates) 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:

Written reprimand;
Requirement to re-do work in question;
Requirement to submit additional work;
Lowering of grade on work in question;
Assigning grade of “F” or “0” to work in question;
Assigning grade of “F” for course;
Recommendation for more severe punishment, such as dismissal from the program or from the University. 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/, and from our local Writing Center at CASA.

**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. The last day to drop a class with an automatic grade of “W” this term is April 10th.

**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, Top Hat, 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.C0.03, Student Grade Appeal Procedures, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are
accessible through the University Rules Web site at:  

**Some Important Dates**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 21</td>
<td>Classes begin Regular Spring and 1st 7-Week Session</td>
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<tr>
<td>January 28</td>
<td>Last day to register or add a class</td>
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<td>March 4-25</td>
<td>Mid-Term Grading</td>
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<td>March 9-13</td>
<td>Spring Break</td>
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<td>March 12-13</td>
<td>Campus Closed</td>
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<tr>
<td>April 10</td>
<td>Last day to drop a class</td>
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<td>April 16</td>
<td>Last day to apply for Spring graduation</td>
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<td>May 5</td>
<td>Last day to withdraw from the University</td>
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<td>May 7</td>
<td>Reading Day</td>
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<td>May 8, 11-14</td>
<td>Final examinations</td>
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<td>May 16</td>
<td>Spring Commencement</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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>An Introduction to Development <em>(MLK Day 1/20)</em></td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>Conception and Prenatal Development</td>
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<td>3</td>
<td>2/4</td>
<td>Labor, Delivery, and the Newborn</td>
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<td>4</td>
<td>2/11</td>
<td>Infancy</td>
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<tr>
<td>5</td>
<td>2/18</td>
<td><strong>End of Unit 1</strong></td>
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<td>6</td>
<td>2/25</td>
<td>The Developing Toddler and Early Childhood</td>
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<td>7</td>
<td>3/3</td>
<td>Middle Childhood</td>
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<td>3/9</td>
<td><em>Spring Break</em></td>
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<td>8</td>
<td>3/17</td>
<td>Preadolescence</td>
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<td>9</td>
<td>3/24</td>
<td><strong>End of Unit 2</strong></td>
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<td>10</td>
<td>3/31</td>
<td>Adolescence</td>
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<td>11</td>
<td>4/7</td>
<td>Young Adulthood</td>
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<td>12</td>
<td>4/14</td>
<td>Midlife</td>
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<td>13</td>
<td>4/21</td>
<td>Later Life</td>
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<tr>
<td>14</td>
<td>4/28</td>
<td><strong>End of Unit 3</strong></td>
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<tr>
<td>15</td>
<td>5/5</td>
<td>Final Team Project Workshop (no reading)</td>
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<tr>
<td>16</td>
<td>5/11</td>
<td>Finals Week (final exam period TBD)</td>
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