



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Lifespan Growth and Development

Course Prefix and Number – PSYC 2314

Department - Psychology

Division – Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours #: **Lecture Hours # :** **Lab/Other Hours #** **3:3:0**

Equated Pay hours for course - 3

Course Catalog Description – Lifespan Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.

Prerequisites/Co-requisites – TSI Satisfied

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by Rebecca McElroy

Date 9-20-13

Reviewed by Department Head Rebecca McElroy

Date 9-20-13

Accuracy verified by Division Chair Amanda Shelton

Date 9-20-13

Approved by Dean or Vice President of Instruction *gg hunt*

Date 9-20-13



- I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):
- A definition of lifespan psychology and a description of its distinctive characteristics
An overview of the major multi-disciplinary approaches to the study of lifespan growth and development inclusive of relevant history, philosophy, grand and emergent theorists, research methods and findings, terminology, and current perspectives
 - An overview of the major stages of lifespan growth and development including: conception and prenatal development, infancy, early childhood, middle/late childhood, adolescence, early adulthood, middle adulthood, late adulthood, death and dying and issues relating to each of these stages
 - An in depth study of developmental processes from conception to death, exemplified by studies and examples from the physiological, cognitive/psychological, and psychosocial domains of human development

II. Course Learning Outcomes

<p align="center">Learning Outcomes Upon successful completion of this course, students will:</p>	<p align="center">Methods of Assessment</p>
<ol style="list-style-type: none"> 1. Describe the stages of the developing person at different periods of the lifespan from birth to death. 2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. 3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting. 4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes involving both continuity and change. 5. Describe the different developmental perspectives of the major theories of development (i.e., cognitive, learning, humanistic, and psychodynamic). 6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan. 7. Discuss the various causes or reasons for disturbances in the developmental processes. 	<ol style="list-style-type: none"> 1. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. 2. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question. 3. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question. 4. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question. 5. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. 6. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question. 7. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion.

III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

Required Text: Rathus, S. (2014) HDEV3. Wadsworth/Cengage ISBN13-978-1-285-05722-4

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Regular conventional classroom or computer lab, overhead projector, video/DVD projector and television/smart board technology. Instructor must have training in, and access to all appropriate technology for www courses and courses via I-TV.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in Lifespan Development, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, outside readings, video, and the students' own research.

Reading assignments are mandatory and include the text, outside readings, and research as assigned.

Students may be required to complete a research based paper, using online technology and/or other sources, which will enable the use of relatively recent research taken from peer reviewed journal articles concerning topic areas under study. This will acquaint the student with the technology used in research, relevant topic areas in Lifespan Development, and the type of research that is required in the behavioral science field. This paper may be written using American Psychological Association (APA) style, which is reviewed in class, by handouts, and in the online library.

Written work may also be required in the form of essay questions or short answers on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests

The grading rubric for all tests, papers, and projects will approximate as follows:

90% to 100%=A
80% to 89%=B
70% to 79%=C
60% to 69%=D
Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests

- Subjective assessment as measured on essay type questions or critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on written assignments or research paper

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

*Overall minimum percentages for all assessments are as follows: 20% Final exam; 20% Written assignment; 40% other assessments, i.e., projects, quizzes, and tests.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2314**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic, and psychodynamic).	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Compare and contrast questions on scored section tests and/or essay questions. -Research/writing assignments on historical and current perspectives and/or across perspectives
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Demonstrate critical thinking and cognitive processing abilities by careful, thoughtful reading and clear written expression through written assignments and class interaction.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Compare and contrast questions on scored section tests and/or essay questions. - Rubric scored research, writing, and/or group assignments
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2314**

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the stages of the developing person at different periods of the lifespan from birth to death.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in assignment or essay question
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the social, political, economic, and cultural forces that affect the developmental process of the individual.	-Reading assignments and in class lecture, review, debate, and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in assignment or essay question
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of current research in assignment, or essay question



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2314**

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify the various causes or reasons for disturbances in the developmental process.	-Reading assignments and in class lecture, review, debate, and discussion inclusive of PPTs, printed handouts, and video peripherals that enlighten and encourage understanding of physical, socioeconomic and cultural ramifications on development.	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of current research in assignment, essay question, debate, or reflection on video peripheral
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			



Core Curriculum Review Form

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: **PSYC 2314**

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in writing assignment or essay question
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts and video peripherals that promoting knowledge and understanding of, human cultural and situational differences. Pro-social behavior is also discussed.	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in writing assignment or essay question
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			