



**Course Name & No.:** Lifespan Growth & Development 2314

**Semester & Year:** Master copy

**Instructor Information**

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**Textbook Information:** Discovering the Life Span 3<sup>rd</sup> ed. by Robert Feldman

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**Student Learning Outcomes for the Course:**

- discuss in general terms the major concepts of lifespan psychology.
- understand the connections between the mind and body.
- have general understanding of major personality theories and associated environmental factors
- understand the appropriate application of psychological principles in daily life
- to engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (critical thinking skills)
- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (social responsibility)
- demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (communication skills)
- to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (Empirical and Quantitative Skills).

**Student Requirements for Completion of the Course and Due Dates:**

Students will complete chapter quizzes that will include 2 chapters per quiz, one term paper according to directions given and two chapter test (Midterm & Final). Students are allowed 1 make-up quiz given at the end of the semester during the final exam.

**Student Assessment:** All test grades, quizzes, attendance and the presentation are averaged together to yield a final grade.

**Grading Scale:**

<b>A</b>	<b>780-880</b>
<b>B</b>	<b>680-779</b>
<b>C</b>	<b>580-679</b>
<b>D</b>	<b>480-579</b>
<b>F</b>	<b>479-0</b>

**Quizzes: 3 X 10pts = 30 pts.****Mid-Term: 250 pts.****Final: 250 pts.****Presentation: 250 pts.****Attendance: 100 pts. - 10% each  
absence; - 5% each tardy****Class Schedule**

<b>Week</b>	<b>Month</b>	<b>Dates</b>	<b>Topic</b>
Week 1			<b>Introduction</b>
Week 2			<b>Chapter 1</b>
Week 3			<b>Chapter 2</b>
Week 4			<b>Chapter 3; QUIZ: Ch. 1&amp;2</b>
Week 5			<b>Chapter 4</b>
Week 6			<b>Chapter 5; QUIZ: Ch. 3 &amp;4</b>
Week 7			<b>Chapter 6</b>
Week 8			<b>Chapter 7</b>
Week 9			<b>MIDTERM</b>
Week 10			<b>Chapter 8</b>
Week 11			<b>Chapter 9</b>
Week 12			<b>Chapter 10; QUIZ: Ch. 8&amp;9</b>
Week 13			<b>Presentations</b>
Week 14			<b>Presentations</b>
Week 15			<b>Presentations</b>
Week 16			<b>FINAL EXAM</b>

## **ABSENTEE POLICY**

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

## **EXCUSED ABSENCES**

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College.

Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty\* or religious holy days when students follow the correct notification procedures.

Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

## **ONLINE COURSE ABSENCES**

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12<sup>th</sup> Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

## **MAXIMUM ALLOWABLE ABSENCES**

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

<b>A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER</b>	
Class or Lab Meets:	An instructor <b>may</b> withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2 Three tardies count as one absence

### **Academic Integrity Statement**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

### **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance. If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

### **Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

## Presentation Information

You will present your life. You will start from infancy until present day. You can use pictures, a power point presentation, poster board or anything creative that would help you to explain your life. I will be looking for your thoughts on:

### Rubric – Lifespan Presentation

Start time: \_\_\_\_\_

- Lifespan development theoretical perspective: psychodynamic, psychosocial, behavioral, cognitive, humanistic, contextual, or evolutionary: Does student give clear explanation of which theoretical perspective relates closely to their growth and development, if so, how?
- Does student explain nature vs. nurture and which has had the greatest influence in their life?
- Does student address free will? Does student make clear whether one does or does not have free will, why or why not?
- Does student clearly state the properties of genetics? Physical traits? Family resemblances?
  - Physical characteristics: hair color, short vs. tall, freckles..etc.? Dominant vs. recessive traits?
- Does student speak about their temperament: Sanguine, Choleric, Melancholic, or Phlegmatic? Combo? (Personality Temperament Test Results)
- Hereditary intelligence, does student make clear that they either feel or do not feel that they have inherited intelligence? What about personality? More like mom or dad personality?
- Did student make clear whether there is a psychological disorder and was that inherited or first generation?
- Did student discuss about mother:
  - Pregnancy problems

- Mother's diet
- Mother's age
- Mother's health
- Mother's drug use or use of alcohol and tobacco
- Mother's labor process
- Birth complications
- Cesarean delivery vs. natural birth
- Postpartum depression
- Father's role in prenatal care?
- How much did student weigh and how long were they at birth?
- Did mother breast or bottle feed?
- What kind of attachment style did primary caregiver provide to student as an infant: secure, avoidant, ambivalent, or disorganized-disoriented? How has that affected student?
- Were you an easy, difficult or slow-to-warm baby?
- Were you provided child care in the home or outside of the home? How do you feel that has affected you?
- What is your personality color? Blue, green, gold, or orange? Do you agree with these results?
- As a preschooler, were you average height and weight?
- How old were you when you learned to walk?
- Were you sick a lot as a child?
- Do you feel you are more right brained or left brained?
- What kind of parenting style were you given? Authoritarian, permissive, authoritative, or uninvolved? How do you feel this affected/affects you?

- Were you average height and weight in middle school?
- Were you sickly during middle school?
- Were you diagnosed with any psychological disorders during middle childhood?  
Special needs? Learning disabilities? ADHD?
- What is your earliest memory?
- Family life during middle childhood: divorced parents, single parent home, multigenerational family, blended family, or gay/lesbian parents?
- During adolescence, did you mature early, late or in the norm?
- Did you suffer from psychological eating disorders? What was the cause of this?
- Use/abuse illegal drugs/alcohol/tobacco? How old were you?
- Do you have a personal story about egocentrism or self-absorption that you can remember and would like to share?
- Identity issues? Would you say you fell/fall into identity achievement, identity foreclosure, moratorium, or identity diffusion?
- Talk about your relationship with peers during adolescence: were you in a clique or crowd? Controversial adolescent? Rejected adolescent? Undersocialized delinquent? Socialized delinquent?
- Since you have reached young adulthood, have you experienced senescence?  
Secondary aging?
- What kind of stress do you face in young adulthood?
- How do you cope with stress? Problem-focused, emotion-focused, defensive coping?
- Talk about your relationships in young adulthood: speak on the intimacy vs. isolation stage (success, failure), friendships, what about falling in love? If so, did you go through the stimulus, value and role stage? Have you experienced the different kinds of love: passionate/companionate? How did your childhood

- attachment style with your primary caretaker affect your relationships now? Are you secure, avoidant or ambivalent in those relationships?
- Career choice: what was your fantasy career? Talk about your movement from fantasy to tentative to realistic periods of career choice using Ginzberg's Career Choice Theory
  - Talk about choosing a career based on your personality type (Holland): realistic, intellectual, social, conventional, enterprising, and artistic: which one are you and did you choose based on this criteria?
  - Summary: does student sum up lifespan? Talk about learnings of self by doing this project? Discuss future goals?

End time: \_\_\_\_\_

\*\*\* You do not have to discuss EVERY point here; this is just a general idea of what I am looking for. Try to at least touch on something from every chapter. Remember, it has to be a **minimum of 7 minutes** or points will be deducted. You can present this with a power point presentation or poster board or just a speech, but remember, the more creative and more information you provide, the higher the grade.

We are going to stop at adulthood as the majority of the class is at that age, if you are beyond 20-34 years of age and want to add to your presentation, please feel free to do so, but it is not mandatory. I look forward to seeing all of your presentations. **DO NOT MISS THE PRESENTATION DAYS, THEY WILL SEVERELY COUNT AGAINST YOU!!!**