



COURSE SYLLABUS

Lifespan Development PSY 322.03E Fall 2013

When: Mondays & Wednesdays, 8 – 9:15 a.m.

Where: Henderson Hall, Room 207

Instructor: Nancy Lamphere

Email Address: nancy.lamphere@tamuc.edu

Office Location: Binnion 225

Department Phone: 903-886-5594

Office Hours: TBA

COURSE INFORMATION

Textbook Required: Essentials of Life-Span Development, 3rd edition
John W. Santrock
ISBN: 978-0-07-803542-5

Internet access: This is a web-enhanced course, which means that students must be able to access the Internet. Course assignment instructions, lecture outlines, and supplemental materials will be posted and several quizzes will be taken in eCollege. (See section below for information on Technology Requirements.)

Course Description:

According to the course catalog, “The course follows the life span development of the individual, emphasizing the theoretical and experimental approaches to the study of cognitive, personality, social, perceptual, and physical components of development from conception to death.”

My hope is that you will find this course much more interesting than that description implies, because human development is nothing short of amazing! This course is about you and everyone you have ever known or will know. We all start out essentially the same, with the merging of two cells. Most of us entered the world about 9 months after that merge as helpless infants, were walking and talking within 18 months, and had a vocabulary of about 14,000 words by the time we started 1st grade at age 6. How does a single cell eventually become a doctor, or a teacher, or a president,... or a criminal, or a drug addict? Together, we will explore this journey we all share.

Student Learning Objectives:

By the end of the semester, and assuming you fulfill the expectations below, you should:

- Be able to describe the major physical, cognitive, and socioemotional changes that occur during the life stages (prenatal, infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood)
- Understand how research is conducted by developmental psychologists, including research methodology and ethical issues, and be able to critically assess the validity of information reported in the media
- Be familiar with the nature-nurture debate, and realize the impact that culture and diversity have on development

Course Expectations:

Your success in this class ultimately depends on your willingness to put in whatever time and effort is necessary. I am available to help you, but you should realize that this depends in part on your level of commitment to the course. The ways I determine your commitment include:

- **Class attendance** – Be seated and ready to start before I am
- **Assigned materials read prior to lectures** – You will get much more out of the class lectures if you are already familiar with what the chapter covers.
- **Attentiveness and participation during class** – Phone put away, make occasional eye contact, nod your head when you agree or understand, actively engage with in-class activities (laugh at my jokes!)
- **Assignments completed on time** – Due dates are announced well in advance; internet issues are not an excuse unless eCollege is down

COURSE REQUIREMENTS

Instructional Methods/ Activities Assessments: This is a web-enhanced course. In addition to class lectures, discussions, and activities, you will be accessing eCollege via the Internet. This is where you will check your grade, download handouts, turn in assignments, take quizzes, and email the instructor and/or classmates.

There is a variety of assessments to gauge your understanding of the material. Detailed instructions will be provided for each assignment.

Grading: Course grades are based on the following:

Grade Distribution

Pre-Lecture Quizzes (8 @ 10 pts each):	80	A	90-100%
Exams (4 @ 50 pts each):	200	B	80-89%
Activities (in class and online):	70	C	70-79%
Discussion Assignment:	100	D	60-69%
Poster Project:	75	F	Below 60%
Research Participation:	50		
Final Exam:	<u>125</u>		
Total pts:	800		

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- MS Word 2007 or later (available on all campus computers)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better.

Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will also utilize certain aspects of eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege, go to <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e., how to submit to Dropbox, how to post to Discussions)

COMMUNICATION AND SUPPORT

Class announcements: Important class announcements are sent out via email, so check your LeoMail daily, including at least once on the weekend!

Communication with the instructor: **Email is the best way to reach me outside of class.** If you don't use eCollege to email me, then include the course number in the subject (PSY 322). I will make every effort to respond within 24 hours to emails received on Mondays - Thursdays, and on Mondays to emails received on Fridays and over the weekend. If I haven't responded within those timeframes, please send a gentle reminder.

Always send an email follow-up to any in-person conversations we have that require further action.

Email etiquette:

- **Do** include the course title and number in the subject
- **Don't** treat an email exchange with an instructor like a conversation with your friends.
- **Do** remember that emails to instructors reflect your ability to express yourself in a professional manner.
- **Do** use complete sentences with correct grammar, spelling, and punctuation.
- **Do** not use texting acronyms!
- **Do** include your first and last name within the email
- **Do** reread your email before you send to be sure it makes sense, it doesn't have any major typos, and it says what you mean.
- **Do** remember that emails can be saved, reread, and forwarded

University Academic Support

Texas A&M-Commerce has several programs in place to help students succeed academically (this list is not all-inclusive).

- Academic Success Center (ASC; <http://web.tamu-commerce.edu/studentLife/campusServices/academicSuccessCenter/default.aspx>)
- Writing Center (<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>)
- TRiO (for those who qualify) (<http://web.tamu-commerce.edu/studentLife/campusServices/trioPrograms/default.aspx>)
- JAMP Room (Science building)
- Math Lab (<http://web.tamu-commerce.edu/academics/colleges/scienceEngineeringAgriculture/departments/mathematics/mathLab.aspx>)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

- If you must come in late (and class has started), quietly take a seat that does not disturb other students (i.e., near the door).
- Turn cell phones off during class.
- No recording or photos during class (this includes with your phone!) without prior permission.
- My PowerPoint slides are not provided to students, but lecture outlines will be available in Doc Sharing that can be downloaded, printed, and brought to class for taking notes.
- Late assignments are severely penalized – PLAN AHEAD! Internet problems are not an excuse!
- **No make-up exams unless** due to a university-approved absence. I understand that things do come up, so exceptions are possible if prior arrangements are made with me.

University Specific Procedures:

Students with Disabilities: 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). I recommend that students read the Code of Student Conduct because there are some pretty dire consequences for offenses, which can include expulsion without return. The Guide can be found at <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf> and the Code of Conduct is on pages 39-44.

Academic Integrity: The most serious offense in an academic sense is plagiarism, which is presenting the work or ideas of others as your own. Many students do not realize that in addition to the obviously unacceptable copying and pasting off the internet into a paper, plagiarism includes using another person's idea without citing that fact, copying another student's homework, and even collaborating on out-of-class assignments (like homework) without instructor permission. Don't believe anyone who says that the university doesn't do anything about students who are caught cheating – it does. And ignorance about what constitutes plagiarism is not a defense! Take the time to know what your responsibilities are so that all your hard work gets you what you want – your degree!

TENTATIVE LECTURE & EXAM SCHEDULE

Approximate dates	Topics	Readings	Approximate exam dates
8/26 to 9/11	Prenatal & Infancy	Chapters 1-4	Monday, 9/16
9/18 to 10/2	Childhood	Chapters 5-8	Monday, 10/8
10/10 to 10/21	Adolescence & Early adulthood	Chapters 9-12	Wednesday, 10/23
10/28 to 11/11	Middle & Late adulthood	Chapters 13-16	Wednesday, 11/13
11/18	Death & Dying	Chapter 17	Included on final exam

The remainder of the semester will be used for the poster project.

NOTE: A more detailed syllabus and class schedule will be provided on the first day of class.