



**PSYC-2314-102 CL**  
**Lifespan Growth/Development**  
**(FALL 2023)**  
**F2F**  
**T/TH 9:30-10:50 AM**

**Instructor Information:** Dr. Esther Odamah, [eodamah@com.edu](mailto:eodamah@com.edu), 409-933-8306

**Office (Student) Hours & Location:** LRC Suite A, Office 218  
*Tuesday & Thursday Online 2:30-3:30 PM, Tuesday & Thursday 11:00-2:00 PM & by appointment*

**Required Textbook/Materials:** The Invitation to the Lifespan, 5th edition: by Kathleen S. Berger (Book). To access the textbook, login to our D2L course room and click *Content* tab then click the *Class Textbook* tab.

**Supplies:** Reliable Computer, internet access, and Computer storage device (to backup files) PULSE app (suggested app to access D2L)

**Course Description:** This course will provide an overview of human development, from conception to birth. We will explore how people change over time in small ways and large. We will learn about three major domains of human development (biosocial, cognitive and psychosocial) at each life stage (infancy, toddlerhood, preschool, school-aged, adolescence, early adulthood, middle adulthood and late adulthood). Finally, we will deal with the topic of death and how we cope with the end of life in this society.

**Course Requirements** Grades are based on points accumulated throughout the semester. A variety of means to evaluate student performance will be used throughout the course. You are held accountable for completing all assignments. All directions for assignments must be closely followed. Specific details and directions for each assignment will be on the actual assignment in D2L. *NOTE: If for any reason the college closes, continue to work on the assignments spelled out in your syllabus. For example, complete chapter readings, assignments, assessments etc.. You are accountable for the work upon the re-opening of the college.*

**Determination of Course Grade/Detailed Grading Formula**

**Chapter Quiz Activities:**

There will be a total of 16 Chapter Quiz activities that will be done online on D2L with each Quiz assignment having a **maximum of 100 points**. Quiz will be assigned for each chapter. Chapter Quiz include readings, video activities, and in class discussions.

All students must complete the Quiz assignments by the scheduled date. There are **NO Make-up Quiz** .

**NOTE:** Please be aware that although you have one full week to complete the chapter Quiz activities, please do not wait until the last minute to work on quiz.

**Discussion Forum Posts:**

Each student will be required to complete 1 Introduction Forum and 13 Discussion Forum posts throughout the semester. These posts will allow you to discuss a topic related to the assigned chapter in greater depth.

In the Introduction Forum, each student will be required to complete an Introduction Post during the first week of classes. This post will allow you to introduce yourself to the class with a short biography. In this

biography, you can include any details about yourself that will allow your fellow students to “put a person to the name”. The Introductions Forum Post will be worth a **100 points**.

Each Discussion Forum Post has the following instructions:

1. Review the assigned article(s) or video(s)
2. Post a brief description of the topic and discuss what they have learned
3. Post a brief summary of their thoughts are on the topic
4. Reply to a minimum of two other student’s posts and rate it

Each Discussion Forum Post will be worth a **maximum of 100 points**.

You will earn up to 40 points for your description of the topic and what you have learned, up to 40 points for your thoughts on the topic, and up to 20 points for your reply to another student.

**NOTE:** Responses can be deleted at the discretion of the instructor. Responses will only be deleted if the instructor determines them to be aggressive, rude, degrading, etc., and they may be deleted without notice to the student. All such responses will receive a grade of 0 for the deleted thread. Please refer to the syllabus for more information regarding student conduct and expectations.

### **Presentation Post:**

Throughout the semester, students will have presentations as individuals and in groups. Each student will be required to complete 4 presentations throughout the semester. These Presentation will help students examine various topic in the field of psychology and identify how these impact our society on the community, state and national level. Further, this presentation will allow students to examine the importance of being knowledgeable of their own personal biases and/or stereotypes, and how they can be more informed in their future interactions.

Each Presentation Post has the following instructions:

1. Research the assigned topic
2. Develop a 7-10 minute presentation on the topic. Specific instructions will be provided.
3. Share your presentation with the class. Specific instructions will be provided

Each Presentation will be worth a **maximum of 100 points**. You will earn up to 30 points for Quality of Information and Organization, up to 30 points for Quality of Verbal Communication, up to 30 points for Quality of Non-Verbal Communication and up to 10 points for the Written Summary.

### **ALL PRESENTATIONS LESS THAN 7 MINUTES WILL NOT BE GRADED!**

### **Exams:**

There will be a total of 4 Exams, with each exam having a maximum of 100 points. Exams will be broken down into sections containing between 4 chapters, and each exam will have a total of 40 questions (true/false, multiple choice, matching) and free response questions. Exams will be timed and you will have the total class time to complete each exam. Students arriving to the exam more than 20 minutes late will not be allowed to take the exam.

All students must complete the exams in class. There are **NO Make-up Exams**.

### **Grading Formula**

The breakdown of the grading for the course will be as follows:

- 1) Exams-60%
- 2) Homework (Quizzes, Discussion Boards, & In Class Activities)-30%
- 3) Presentations -10%

|                             |          |   |
|-----------------------------|----------|---|
| <b><u>Grading Scale</u></b> | 90 – 100 | A |
|                             | 80 – 89  | B |
|                             | 70 – 79  | C |
|                             | 60 – 69  | D |
|                             | Below 60 | F |

**Grading Rubrics:** Detailed directions and some rubrics for coursework can be found on D2L within the assignment. Please read the directions very carefully and let me know if you have any questions. If you need clarification, please reach out as soon as possible

**Make-Up & Late Work:** **There will be no make up work or late work accepted.** All assignments are time-stamped in D2L and Email and must be submitted BEFORE 11:59. If you turn your work in at 11:59, D2L will mark it late and you will receive a zero. It has to be BEFORE 11:59. Work submitted after the due date deadline will not be graded. Please allow time for your assignments to upload. If your network server is slow, make sure you allow extra time and do not wait until the last minute to submit assignments. Follow your schedule in your syllabus and do not rely on D2L to tell you when something is due. There are computers available for students to use at COM in the library, tutoring center and computer labs if you need a computer and/or internet access.

### **Attendance**

Students are to attend each class, be on time and stay in the classroom during the entire class session. Students are to communicate with the instructor if the need arises to miss a class. Regular attendance is a critical component to being successful in this course and college.

**In class assignments are randomly given to ensure consistent attendance and cannot be made up. These assignments are a participation grade and constitute the 30% (including quizzes and discussion boards) of the course.**

**Extra Credit:** Course Evaluation: Receive 5 Extra Credit Points on your lowest exam grade. Please complete the online course evaluation sent to your COM e-mail at the end of the semester.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Please allow 24 hours for a return phone call or email, except on weekends and holidays)

**General Education Core Objectives (CO's):** Students successfully completing this course will demonstrate competency in the following Core Objectives

1. Critical Thinking Skills: Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. Communication Skills: Develop, interpret, and express ideas through written, oral, and visual communication.
3. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

| Student Learner Outcome (SLO)   | Maps to Core Objective (CO)    | Assessed via this Assignment     |
|---|--------------------------------|----------------------------------|
| 1. Describe the stages of the developing person at different periods of the lifespan from birth to death.   |                                | Quiz Chapter 16<br>Presentations |
| 2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual   | Empirical and Quantitative     | Quiz Chapter 12                  |
| 3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting                       | Critical Thinking              | Quiz Chapter 11                  |
| 4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.   |                                | Quiz Chapter 2<br>Presentations  |
| 5. Describe the different developmental perspectives of the major theories of development   |                                | Quiz Chapter 4<br>Presentations  |
| 6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan  |                                | Quiz 7                           |
| 7. Discuss the various causes or reasons for disturbances in the develop process  |                                | Quiz Chapter 13<br>Presentations |
| 8. (CS1) Develop, interpret and express ideas through written communication   | Communication Skills (Written) | Discussion Post 2                |
| 9. (CS2) Develop, interpret and express ideas through oral communication  | Communication Skills (Oral)    | Presentations                    |
| 10. (SR) Demonstrate intercultural competence, knowledge of civic responsibility and ability to engage effectively in regional, national, and global communities. | Social Responsibility          | Exam Essays                      |

**Academic Dishonesty:** Any incidents of academic dishonesty are reported in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams or papers will result in a grade of zero on that exam or paper.

*“Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the college’s academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.”*

### Cell Phone Use

You may use laptops or tablets in this class to consult online readings or to take notes. However, any other use of these devices and the ***use of cell phones is strictly prohibited***. Place your phone on mute before you come to class and please make sure it is not visible. Violating this policy will negatively impact your participation grade and/or you may be asked to leave the class for the remainder of class.

This means that all students are expected to actively listen to one another in order to participate in classroom activities. If you are unable to contribute to the discussion or are otherwise distracted by your computer or table, I will ask that you refrain from using it in class.

### Behavioral Expectations

All students are expected to help create an environment conducive to effective teaching and learning for all participants. Behavior that disrupts teaching and learning is unacceptable; accordingly, all face-to-face or online interaction should be civilized, respectful, and relevant to the topic. Diverse opinions and engaging argumentation are critical to the higher learning endeavor, but inappropriate behavior that disrespects others or inhibits others from learning may result in sanctions, including but not limited to the removal from the classroom and/or the course. Serious or habitual offenses may result in a referral to the Department Chair and/ or the Dean of Students.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Shinya Wakao [swakao@com.edu](mailto:swakao@com.edu).

**Technology Maintenance:** College of the Mainland websites are scheduled to be down from 12:01-6:00 am on Sundays and D2L is down from 4:00-6:00 am the first Saturday of the month. Make it a point to complete assignments around this time.

**Technology Outage Policy:** In the event you experience a technology problem, it is your responsibility to communicate immediately with your instructor and the DE department at College of the Mainland (COM). It is a good idea to make a screenshot of the error and email it to me as well as the Distance Education Helpdesk. Contacting COM's Distance Education department can be accomplished by submitting a ticket anytime at <http://desupport.com.edu/requests> or via live chat Monday to Friday from 8 AM to 5 PM. If the issue does not clear up and if there is no way around it, you may email your assignment to me directly before the due date at [eodamah@com.edu](mailto:eodamah@com.edu)

## TENTATIVE SCHEDULE

|         | Class Discussions   | Class Discussions  | Assignments that are due on Sunday BEFORE 11:59pm on D2L   |
|---------|---|--|--|
| Week 1  | Course Expectations, Campus Safety, Assignments, D2L Overview | <b>Chapter 1:</b> The Science of Human Development             | <i>Refer to the Weekly Agenda posted on D2L under CONTENT tab For Detailed Information !!</i> Quizzes<br>Discussion Post |
| Week 2  | <b>Chapter 1:</b> The Science of Human Development            | <b>Chapter 2:</b> Conception to Birth                          | Quizzes<br>Discussion Post   |
| Week 3  | <b>Chapter 2:</b> Conception to Birth                         | <b>Chapter 3:</b> The First 2 Years                            | Quizzes<br>Discussion Post   |
| Week 4  | <b>Chapter 3:</b> The First 2 Years                           | <b>Chapter 4:</b> The First 2 Years<br><b>EXAM 1 (CHS 1-4)</b> | Quizzes<br>Discussion Post   |
| Week 5  | <b>Chapter 5:</b> Early Childhood                             | <b>Chapter 5:</b> Early Childhood<br><b>Presentations # 1</b>  | Quizzes<br>Discussion Post   |
| Week 6  | <b>Chapter 6:</b> Early Childhood                             | <b>Chapter 6:</b> Early Childhood<br><b>EXAM 2 (CHS 5-8)</b>   | Quizzes<br>Discussion Post   |
| Week 7  | <b>Chapter 7:</b> Middle Childhood                            | <b>Chapter 7:</b> Middle Childhood                             | Quizzes<br>Discussion Post   |
| Week 8  | <b>Chapter 8:</b> Middle Childhood<br><b>Presentations</b>    | <b>Chapter 9:</b> Adolescence<br><b>Presentation #2</b>        | Quizzes<br>Discussion Post   |
| Week 9  | Chapter 9: Adolescence  | <b>Chapter 10:</b> Adolescence<br><b>EXAM 3 (CHS 9-12)</b>     | Quizzes<br>Discussion Post   |
| Week 10 | <b>Chapter 11:</b> Emerging Adulthood                         | <b>Chapter 11:</b> Emerging Adulthood                          | Quizzes<br>Discussion Post   |
| Week 11 | <b>Chapter 12:</b> Adulthood                                  | <b>Chapter 12:</b> Adulthood                                   | Quizzes<br>Discussion Post   |
| Week 12 | <b>Chapter 13:</b> Adulthood                                  | <b>Chapter 13:</b> Adulthood<br><b>Presentations #3</b>        | Quizzes<br>Discussion Post   |
| Week 13 | <b>Chapter 14:</b> Late Adulthood                             | <b>Chapter 14:</b> Late Adulthood                              | Quizzes<br>Discussion Post   |
| Week 14 | <b>Chapter 15</b> Late Adulthood                              |  | Quizzes<br>Discussion Post   |
| Week 15 | <b>Presentation #4 Workday</b>                                | <b>Presentation #4</b>   | Quizzes<br>Discussion Post   |
| Week 16 | <b>Chapter 16-</b> Epilogue                                   | <b>EXAM 4 (CHS 13-16)</b>                                      | Quizzes  |

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 7.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).