



**PSYC 2314.101 CL
LIFESPAN GROWTH & DEVELOPMENT
Fall 2021**

Monday & Wednesday 9:30-10:50 (LRC 213 Building #8)

Instructor: Lalanya Ennis Maldonado, M.A.
 Phone: 409-933-8197
 E-mail: lennis@com.edu
 Office: M-15 (located in the library on the Mezzanine)
 Text Reminders: 409-440-7386 @PSYCH2314

Student hours and location:

				MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
7:35	am	-	8:55	am	PSYC 1300.305 Santa Fe HS	PSYC 1300.306 Santa Fe HS	PSYC 1300.305 Santa Fe HS	PSYC 1300.306 Santa Fe HS	
9:30	am	-	10:50	am	PSYC 2314.101 #8 (LRC) 213	PSYC 2301.104 #8 (LRC) 213	PSYC 2314.101 #8 (LRC) 213	PSYC 2301.104 #8 (LRC) 213	
11:00	am		12:20	pm	OFFICE HOURS	OFFICE HOURS (leave at 12:00)	OFFICE HOURS	OFFICE HOURS (leave at 12:00)	
12:30	pm	-	1:50	pm		PSYC 1300.307 Texas City HS		PSYC 1300.307 Texas City HS	
<i>Additional office hours to accommodate students will be available by appointment</i>									

Required Textbook: *Psychology in Everyday Life 5th Edition by David G. Myers & C.N. DeWall*

Supplies: Reliable Computer, internet access, and Computer storage device (to backup files)

Course Description: This course will provide an introduction to the major topic areas of psychology including neuroscience, the nature vs nurture debate, learning, cognitive psychology, motivation, personality theory, psychological disorders, therapeutic approaches and social psychology.

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. There is the possibility of earning 1000 points from assignments and assessments. 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 Blackboard. *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.*

Grade Computation	Points	Letter Grade	Numeric Grade	Points
Quizzes (14 at 25 points each) each quiz is 2.5% of grade- all quizzes are 35%	350	A	90+	900 or more
Discussion Posts (4 @ 100 points each) each post is 10% of grade- all 4 are 40%	400	B	80-89	800-899
Pre-Journal	100	C	70-79	700-799
Presentation (1 @ 100 points each) The presentation is 10% of your grade	100	D	60-69	600-699
Post- Journal	50	F	59 or less	599 or below

DETERMINATION OF GRADE

Methods of Evaluation/Submissions-

- All work must be typed in Word, Powerpoint or Excel (if you do not have Microsoft products, you can download the programs for FREE at <https://www.com.edu/its/office-365-instructions>)
- All work must be saved/uploaded as a .PDF or .DOC, (especially for a MAC or I cant open it)
- All work must be submitted on Blackboard and attached to the assignment submission page (except discussion boards where you will type directly into the submission page dialogue box.
- Use double spacing and Arial or Times New Roman, font size 12.
- Assignments with bulleted and/or numbered items should be a **separate and complete paragraph**
- Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the "minimum", you should expect to receive the minimum grade.
- **Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. I am looking for you to make a connection between the concepts from the course and your personal experiences and opinions.**

Grading Scale: 900-1000 points=A; 899-800 points=B, 799-700 points=C, 699-600 points=D, 599 points or less=F

Grading Rubrics: Rubrics for coursework can be found on Blackboard within each 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

- **Quizzes 350 points:** There will be a total of 14 quizzes worth 25 points each. The quizzes are 25 questions in form of multiple choice. You will have 45 minutes to complete the quizzes. You have 2 attempts at the quiz, however, I will only grade the LAST ATTEMPT, not the highest attempt. All quizzes are timed, taken on Blackboard and must be submitted before 11:59pm on the deadline date. Once you begin the quiz, you must complete the quiz in one timed session.
- **Discussion Post 400 points:** You will write 4 discussion posts (100 points each) on the discussion board in Blackboard. You will receive 15 points for your own posting (100 word minimum) and 10 points for replying to someone else's posting (50 word minimum). It will be to your advantage to post your original discussion posting early so that others will have enough time to write a reply posting.
- **Introduction Post 50 points:** You will write a posting introducing yourself to your classmates and replying to theirs. 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". Focus on what makes you unique (hobbies, skills, talents, fears, pets, family, favorite things, places you love, dreams, goals)
- **Presentation Posts 200 points:** You will record 4 presentations, each worth 50 points. You will record yourself giving a 5 minute presentation on the assigned topic posted in Blackboard. Upload your video and submit on Blackboard. These Presentation Posts will help students examine some of the ethical issues within 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. All presentations less than 5 minutes will not be graded.

Make-Up & Late Work: **There will be no make up work or late work accepted.** All assignments are time-stamped in Blackboard and Email. 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 Blackboard 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 Policy: Regular attendance is a critical component to being successful in courses. If you want to pass, "attend" class. This course is completely online. You must log on to this course at least TWICE a week on separate days. **Each time** a student does not log in twice per week, there will be a 10-point deduction in their total points It is highly encouraged for you to log into Blackboard once a day to check for updates and announcements.

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. Identify various research methods and their characteristics used in the scientific study of psychology	Empirical and Quantitative	Quiz Chapter 1
2. Describe the historical influences and early schools of thought that shaped the field of psychology		Quiz Chapter 3
3. Describe some of the prominent perspectives and approaches used in the study of psychology	Critical Thinking	Quiz Chapter 12
4. Use terminology unique to the study of psychology		Quiz Chapter 6
5. Describe accepted approaches and standards in psychological assessment and evaluation	Empirical and Quantitative	Quiz Chapter 14
6. Identify factors in physiological and psychological processes involved in human behavior	Critical Thinking	Quiz Chapter 2
7. (CS1) Develop, interpret and express ideas through written communication	Communication Skills (Written)	Discussion Post 2
8. (CS2) Develop, interpret and express ideas through oral communication	Communication Skills (Oral)	Presentation Post 1
9. (SR) Demonstrate intercultural competence, knowledge of civic responsibility and ability to engage effectively in regional, national, and global communities.	Social Responsibility	Presentation Post 3

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy in the Student Handbook. Academic dishonesty – such as cheating on exams, quizzes, assignments or other assessments, presenting someone else’s work as your own or copying someone else’s work is an extremely serious offense and will result in a **grade of zero** on that assignment or assessment and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

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 Stacey Henderson (Department Chair at 409-933-8212)

Technology Maintenance: College of the Mainland websites are scheduled to be down from 12:01-6:00 am on Sundays and blackboard 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 lennis@com.edu

Tentative Class Schedule

	SUN	Assignments that are due on Sunday BEFORE 11:59pm on Blackboard	TUE	Class Discussions	THU	Class Discussions
Week 1	8/22		8/24	Course Expectations, Campus Safety and Syllabus	8/26	Blackboard Overview Study Guides, Projects, Assignments
Week 2	8/29	Pre-Journal	8/31	Chapter 1: Thinking Critically Journal #1 Due Sunday 11:59pm	9/2	Chapter 2: Biology of the Mind Quiz 1 Due Sunday 11:59pm
Week 3	9/5	Discussion Post 1	9/7	Chapter 2: Biology of the Mind	9/9	Chapter 2: Biology of the Mind
Week 4	9/12	Quiz 2	9/14	Chapter 3: Dev. the Lifespan	9/16	Chapter 3: Developing Lifespan Discussion Post #1 Due Sunday 11:59pm
Week 5	9/19	Quiz 3 Discussion Post 2	9/21	Chapter 4: Gender and Sexuality	9/23	Chapter 5: Sensation & Perception
Week 6	9/26	Quiz 4 Quiz 5	9/28	Chapter 6: Learning	9/30	Chapter 6: Learning
Week 7	10/3	Quiz 6	10/5	Chapter 7: Memory	10/7	Chapter 7: Memory
Week 8	10/10	Quiz 7 Discussion Post #3	10/12	Chapter 8: Thinking, Language & Int	10/14	Chapter 8: Thinking, Language & Int
Week 9	10/17	Quiz 8	10/19	Chapter 9: Motivation & Emotion	10/21	Chapter 9: Motivation & Emotion
Week 10	10/24	Quiz 9	10/26	Chapter 10: Stress & Health	10/28	Chapter 11: Social Psychology
Week 11	10/31	Quiz 10 Quiz 11	11/2	Chapter 12: Personality	11/4	Chapter 12: Personality
Week 12	11/7	Quiz 12	11/9	Chapter 13: Psychological Disorders	11/11	Chapter 13: Psychological Disorders
Week 13	11/14	Discussion Post #4	11/16	Chapter 13: Psychological Disorders	11/18	Chapter 14: Therapy
Week 14	11/21	Quiz 13 Quiz 14	11/23	Presentation Workday	11/25	COM CLOSED
Week 15	11/28	Presentations	11/30	Presentations	12/2	Presentations
Week 16	12/5	Post-Journal	12/7	Individual Conferences	12/9	Individual Conferences

JOURNAL ENTRIES

Directions: Type your paper answering all questions below for the Pre-Journal and the Post-Journal. Your Pre-Journal paper should be a MINIMUM of 1000-words (remember to include your word count). Your Post-Journal should be a minimum of 500 words (remember to include your word count). I am looking for you to give specific details and elaborate on all your responses. (Note: If you do not know the answer to a question, writing "I don't know" is not appropriate. Educate yourself and find the answer through research).

NOTE: FOR ALL WRITTEN ASSIGNMENTS- Use double spacing and Arial font size 10. Be professional, check your spelling and proofread before submitting your work. Do not use "tech language" such as "ur", "lol", "FOMO". Bulleted items should be a separate paragraph and all work should be written in complete sentences. Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the "minimum", you should expect to receive the minimum grade for writing the minimum amount. You must include your word count at the bottom of your posting. I will spot check the word counts and if you put an incorrect word count or no word count, you will be deducted 25 points. Submit papers on Blackboard

Pre- JOURNAL:

1. What do you feel is the most important aspect of psychology
2. What do you want to learn about this semester
3. How would you describe your feelings when discussing mental health
4. How should society deal with mentally disabled persons who do not function well independently
5. Do you feel our society has a moral duty to take care drug addicted individuals
6. At what point should someone seek therapy
7. How does stress affect your health, be specific
8. Do you think that animals can communicate with other animals, including humans
9. Is it important for someone to clearly state their gender identity and sexual identity when dating
10. Do you feel able to engage in your community in a positive and effective way

Post- JOURNAL:

1. What is the most interesting thing you learned this semester
2. After reading all the chapters, which topic would you like to learn more about
3. How is the field of psychology related to social responsibility
4. How could someone with a psychology degree help you in your chosen career
5. What changes would you like to see in this course

PSYCHOLOGICAL EVALUATION & PRESENTATION

Directions: You will play the role as a therapist who has been treating a patient. You will choose a fictional character from a TV show or a movie. You cannot use a super hero, a zombie, a vampire, an animated character, etc... Answer each of the questions below about your patient using the DSM-V as your reference. You must use the template that is on Blackboard. You will submit your Powerpoint on Blackboard for a project grade and then present your finding to the class for a Presentation grade.

Your fictional character must have at least 2 different diagnosis, but you can add more

Examples of who you can use for this assignment is: Monica from Friends, Dr. Yang from Greys Anatomy, or Charlie from 2 ½ men.

Address each of the following items in your Powerpoint:

1. **Symptoms:** Describe your characters (patient) symptoms
 - a. You can only list symptoms that are known to that character, you cannot make up symptoms
2. **Diagnosis:** Discuss which disorder your character (patient) most likely suffers from and explain why
 - a. The disorder must be listed in the DSM-V
 - b. The disorder must meet the criteria listed in the DMS-V
3. **Etiology:** Discuss if the disorder is likely due to genetics or environmental factors and explain why
4. **Treatment:** Discuss what you believe would be the best treatment option for your character and why
5. **Prognosis:** Discuss the likelihood of recovery for your character and why

DISCUSSION POSTS

Directions: All discussion postings are on Blackboard. You will need to log into Blackboard and go to the discussion posting. There you will have to watch the video and read the article for each Discussion Post. Next, you will write a personal response. I will give you some questions to think about if you don't know where to start, but you are free to take the conversation in another direction if you choose to do so. You do not have to answer the questions that I give you, those are merely a suggestion to get you started. After you have written your response, you will need to read your classmates postings and reply to them. You may agree, disagree or just add your own insight to the conversation. Your original posting must be at least 400 words and your reply to another student must be at least 100 words. You must include your word count and follow the guidelines below. **DO NOT EXPLAIN THE VIDEO OR ARTICLE TO ME, I HAVE SEE AND READ THEM MANY TIMES**

NOTE: FOR ALL WRITTEN ASSIGNMENTS- Use double spacing and Arial font size 10. Be professional, check your spelling and proofread before submitting your work. Do not use "tech language" such as "ur", "lol", "FOMO". Bulleted items should be a separate paragraph and all work should be written in complete sentences. Your responses must be well thought out with details, explanations, examples and exhibit critical thinking. I am looking for you to make a connection between the concepts we discuss in class, articles you read, videos you watch and your personal experiences and opinions. Each assignment has a minimum word count or page length, but you are free to write as much as you like. If you write the "minimum", you should expect to receive the minimum grade for writing the minimum amount. You must include your word count at the bottom of each posting. I will spot check the word counts and if you put an incorrect word count or no word count, you will be deducted 25 points. Submit papers on Blackboard

Discussion Post #1

Loving Touch and Moms Intuition....

Video Link: <https://www.youtube.com/watch?v=rxQCEADh8Ro>

Article: Why We All Need To Touch and Be Touched by Sharon K. Farber Ph.D.

<https://www.psychologytoday.com/us/blog/the-mind-body-connection/201309/why-we-all-need-touch-and-be-touched>

1. What do you think would be the consequences of a person who never received positive touch
2. Why are neural connections so important in brain development
3. What is your opinion of the doctors who were so persistent that the baby was dying in the video

Discussion Post #2

Child of Rage-Documentary

Video Link: <https://www.youtube.com/watch?v=mDBhluKQFF4>

Child Abuse Prepares for a Lifetime of Mental Health Issues by Constance Scharff, Ph.D

<https://www.psychologytoday.com/us/blog/ending-addiction-good/201506/child-abuse-prepares-lifetime-mental-health-issues>

1. What are the long term effects of a child who has been abused or neglected
2. What type of punishment should caregivers receive if found guilty of child abuse or child neglect
3. What is the best approach to helping someone who may be a victim of child abuse or child neglect

Discussion Post #3

Fox and Friends Debate Sex Education

Video Link: <https://www.youtube.com/watch?v=-OGN0cgoUEo>

When Does Sex Education Begin by John Chirban Ph.D

<https://www.psychologytoday.com/us/blog/age-un-innocence/201402/when-does-sex-education-begin>

1. When do you feel it is appropriate to teach sex education
2. What kind of information do you feel is important for a sex education class
3. Do you believe that a sex education class helps someone be safer or do you feel that it raises curiosity and promotes sexual activity

Discussion Post #4

Wellington High School React to Beautiful

Video Link: <https://www.youtube.com/watch?v=1KJdkYJmYWE>

Why Pretty Girls May Be Especially Vulnerable to Bullying by Frank T. McAndrew Ph.D

<https://www.psychologytoday.com/us/blog/out-the-ooze/201804/why-pretty-girls-may-be-especially-vulnerable-bullying>

1. Why is the word “Beautiful” so powerful from both a positive and negative perspective
2. How is self-esteem fostered or depressed
3. What is the cause of “women on women hate” or “men on men hate” and how do we prevent it

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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college career. 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 Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student that is needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to setup their appointment. Appointments are strongly encouraged; however some concerns may be addressed on a walk-in basis.

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 online

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 is March 3rd for the 1st 8-week session, April 26 for the 16-week session, and May 5th.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition, students, faculty, and staff must perform a [self-screening](#) prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the [self-report tool](#).