



PSYCH 2314.112H1
Lifespan Growth and Development
SPRING 2025
M/W 2:00 – 3:20PM

Instructor Information: Jennifer Abshire, M.A.
jabshire3@com.edu

Student hours and location: M/W 9:30-10:30am - LRC Social and Behavioral Sciences Suite A

Required Textbook/Materials: *Invitation to the Lifespan 5th Edition*, by Kathleen S. Berger

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 and large ways. We will learn about three major domains of human development (biosocial, cognitive, and psychosocial) at each life stage (infancy, toddlerhood, preschool, and school-age, 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 many cultures.

Course requirements:

******SEMESTER PROJECT****** You will participate in a semester long project in which you will put the concepts that are discussed in class into practice. You will write journal entries in a diary or journal to tell a personal story of parenting a child. **Each of the journal questions must be answered and key words used correctly to obtain full credit.** Along with the prompts provided, you will also choose 5 more terms from the chapters to discuss in your journal – all the terms **must be highlighted and bolded within the journal entry.**

Write your journals as if you are telling a story; be creative, use the terms correctly, and elaborate on each question. Answer each question creatively within the journal entry. **Journals should be at least 2 full pages, typed, double spaced using size 12 font with 1” margins.**

Journals will be turned in via D2L by 11:59pm on the dates given *as an attached word document or pdf*. Do not write in the space provided by D2L.

Journals are worth 100 points each and will receive full credit if the following criteria are met:

- 50 points: terms are used correctly in **BOLD** and each question is **fully** answered and elaborated on in a unique way.
- 30 points: 5 more terms have been added from appropriate chapters and are **bolded/highlighted**.
- 20 points: specific **details** are given, and journal is creative.

In Class Assignments for each chapter: Various in-class activities that will include group assignments, reactions to TED talks, review of chapter and 1-minute questions. These cannot be made up if absent, so attendance is important.

Discussions: There will be 5 online discussions. You will need to answer the prompt completely and respond to at least one other student.

Critical Thinking Research Presentation: Information given in class

Determination of Course Grade/Detailed Grading Formula:

Assignments	Possible Points	Letter Grade	Points Possible
Baby Journals (5 at 100 pts)	500	A	810-900
In Class Assignments	100	B	720-809
		C	540-719
Discussions (5 at 20pts each)	100	F	539 and below
Critical Thinking Research Presentation -D2L	200		
Total Points	900		

Late Work and Make-Up Policy: 20% will be deducted from all assignments if late. There will be no makeup for the Critical Thinking Presentation.

Attendance Policy: Students will fill out a “Classroom Daily Thought Card” each day. **Your name, date, and 1 thing you are grateful for. You may add anything else after that 😊.** I will use the cards to take attendance. Communication with your instructor is extremely important. If you are unable to attend class, if possible, e-mail me prior to class. Students are expected to attend each class! There will be no distinction between an excused and unexcused absence.

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 or assignment information about the class through other electronic means. The best way to reach me is by email – jabshire3@com.edu .

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Describe the stages of the developing person at different periods of the lifespan from birth to death.	Empirical and Quantitative	Journals
Discuss the social, political, economic, and cultural forces that affect the development process of the individual	Critical Thinking	Journal 4
Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting	Critical Thinking	Journal 5
Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.	Communication Skills (written)	Baby Journals
Describe the different developmental perspectives of the major theories of development	Empirical	Journal 1
Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan	Empirical	Journal 5
Discuss the various causes or reasons for disturbances in the developmental process	Empirical	Teratogen assignment
(CS1) Develop, interpret and express ideas through written communication	Communication Skills (Written)	Journals
(CS2) Develop, interpret and express ideas through oral communication	Communication Skills (Oral)	Critical Thinking Assignment
(SR) Demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national, and global communities.	Social Responsibility	SRP Assignment

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as using AI to write any assignments or copying another student’s Journal is an extremely serious offense and will result in a **grade of zero** on that assignment 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 Department Chair Shinya Wakao at swakao@com.edu or (409) 933-8212

Week	Plan of Action <i>This schedule is subject to change at the instructor's discretion</i>	What's Due each week by Wednesday at 11:59pm
1 Jan 13-15	Introductions/Ch.1 -2 The Science of Human Development From Conception to Birth	Purchase book and notecards *Discussion 1 -introductions
2 Jan 20-22	Ch.3 -4 The First 2 years– Body and Mind & Psychosocial	Baby Journal 1
3 Jan 27-29	Ch.5 - 6 Early Childhood: Body and Mind & Psychosocial	Baby Journal 2 Discussion 2
4 Feb 3-5	Ch.7 8 Middle Childhood: Body and Mind & Psychosocial	Baby Journal 3 Discussion 3
5 Feb 10-12	Ch. 9 -10-11 Adolescence: Body and Mind Adolescence: Psychosocial Emerging Adulthood	Discussion 4
6 Feb 17-19	Ch.12 -13 Adulthood: Body and Mind & Psychosocial	Baby Journal 4
7 Feb 24-26	Ch. 14-15 Late Adulthood: Body and Mind & Psychosocial	Baby Journal 5 Discussion 5
8 March 3-5	Epilogue: Death and Dying	Presentations *Due Monday night

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 2024-2025 v6.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v6.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, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, 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 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

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 or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

