



Psychology 2314-023I2
Lifespan Growth & Development
Fall 2025 – 2nd 8 Week Internet

Instructor: Ona Mull, M.A.; omull1@com.edu

Office (Student) Hours & Location: Building 8, Room 255 Wednesdays at 5:30-6:00 pm OR by appointment. Always email if you have any questions.

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

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

Course Description: This course provides an overview of human development. We will explore how people change over time in ways both small 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 analyze how this society copes with end of life and death.

Course requirements: Grades are based on points accumulated throughout the course. 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 D2L. NOTE: If for any reason the college closes, continue to work on the assignments spelled out in D2L.

Determination of Course Grade/Detailed Grading Formula: You are held accountable for completing all assignments. All directions for assignments must be closely followed. A variety of means to evaluate student performance will be used throughout the course.

- Use Google Chrome or Mozilla Firefox browser (to avoid turning in blank assignments).
- You should use Microsoft Software. You may obtain a copy free as a student of COM at <https://www.com.edu/its/office-365-instructions>.
- Save and upload work as a .pdf or .doc only.
- All work must be submitted on D2L and attached to the assignment submission page.
- Bulleted or numbered items in assignments should be separate and complete paragraphs.
- You are free to write as much as you like on your assignments. If you write a “minimum” amount of information, you should expect to receive the minimum grade.
- Your responses on all assignments must be well thought out with details, explanations, examples and exhibit critical thinking. I am looking for you to make a connection between the assignments, the textbook, and your personal experiences and opinions.

Grade Computation	Points Possible	Your Points
Study Guides – 15 @ 20 points each	300	
Test 1	100	
Test 2	100	
Test 3	100	
Assignment	100	
Oral Presentation	100	
Weekly Activities – 7 @ 14.3 points	100	
Final Exam	100	
TOTAL	1000	

Letter Grade	Points Possible
A	900-1000
B	800-899
C	700-799
D	600-699
F	<600

Late Work, Make-Up, and Extra-Credit Policy: There will be no makeup work or late work accepted. All assignments are time-stamped in D2L 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. There are computers available for students to use at COM in the library, tutoring center and computer labs if you need access to a computer and/or internet access.

Attendance Policy: Regular attendance is a critical component to being successful in courses whether online or face-to-face. It is highly encouraged for you to log into D2L once a day to check for updates and announcements and check your COM email. The instructor reserves the right to drop any student who does not access the course, communicate with professor, or turn in assignments.

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.

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, know

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

Academic Dishonesty:

Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on quizzes or plagiarism – is extremely serious and will result in a **grade of zero** on that quiz or assignment. Additionally, 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 concerns persist after discussing them with your professor, please contact Shinya Wakao at 409-933-8107 or swakao@com.edu.

Course Requirements:

Presentation - Oral Presentation Guidelines

Choose a chapter in the textbook to narrow down the topic on which you want to research TED Talks. Then find one TED Talk over which you would like to give your presentation.

Presentation should be **at least 3 minutes (no more than 5 min.)** in your own words covering your topic and TED Talk. Preparation is key! Please do not read from notes or PowerPoint!

***Presentations will be recorded, posted on YouTube, and the link will be submitted via D2L by the due date. Instructions for how to post the video to YouTube in a private setting will be posted in D2L in the Assignment Section where the video link will be submitted. The Speaking Reading and Writing Center on campus is also a great resource:

<http://www.com.edu/computer-labs/speaking-reading-writing-center>

Grade is based on professionalism in verbal presentation (25%), professionalism in physical presentation (25%), content of the presentation (25%), and preparation of the presenter (25%).

Assignment - Do your own research by collecting data and analyzing it:

- Pick something that you want to further investigate about yourself or someone else. Collect data by conducting an experiment.
- Keep track of your data for 2 weeks (one control week followed by one experimental week) and **INCLUDE A SPREADSHEET WITH YOUR DATA.**
- Type a two-page full MLA formatted paper presenting the rationale for your research, your hypothesis, how you conducted your research, how you collected the data, and analysis of your results. You will include the spreadsheet with your results on a separate page following your report.
- It should consist of at least five paragraphs including an opening paragraph, three or more body paragraphs, and a closing paragraph. Remember that a college paragraph should be five to eight substantial sentences. **No headings** should be used.
- Include information on any extraneous variable(s) that may have skewed your results.
- Include your thoughts of your data collection methods, whether they were valid, and explain why or why not.
- Your paper should be submitted through D2L by end of the day on November 8.

Chapter one discusses the scientific process used in studying human development, psychological experiments. Your Assignment must be focused on conducting your own experiment (on yourself or someone very close to you). Please note that the assignment requires conducting an experiment, collecting data for two weeks, and writing a two-page paper which includes a third page showing your data.

When choosing your experimental design, be sure to keep it simple. Most students experiment on some facet of self-care such as an aspect of diet, sleep, or exercise. However, you may experiment on other areas as you see fit. To conduct the experiment, first determine how you want to collect your data. Then develop your hypothesis and follow the scientific method.

An **example** of your experimental hypothesis might be that you believe sleeping two hours longer each night would improve how you feel the next day.

1. Collect data for one week (the first week) on your typical behavior (in this example, it would be to include current hours of sleep and how you feel the next day as a result). This is your control week since you have only one subject.
2. Collect data for one week (second week) on your experimental behavior. For example, hours of sleep with two-hour extension along with how you feel the next day as a result. This is your experimental week in which you will see if your hypothesis is supported.
3. Compare the two weeks and look at how it relates to your hypothesis (Did the two-hour extension affect how you felt the next day as you hypothesized?).
4. Put your data into some form of table, chart, graph, etc. to show your results. This can be an excel document or a table in a word document.
5. Type your paper according to bullet points three through six of the instructions.

Course Schedule – Subject to Change

Week	Lecture/Discussion	Assignments	Quizzes/Exams
Week 1 10/13 – 10/19	Introduction and Welcome Student Strategies & Study Guides Part 1 - The beginnings Chapters 1 and 2 Discuss Assignment One	Discuss Syllabus <i>Discuss Assignment One</i>	
Week 2 10/20 – 10/26	Part 2 - The First Two Years Chapters 3 and 4	<i>Discuss Oral Presentation</i>	Test 1 Study guides 1 and 2 due Tuesday
Week 3 10/27 – 11/2	Part 3 - Early Childhood Chapters 5 and 6		Study guides 3 and 4 due Tuesday
Week 4 11/3 – 11/9	Part 4 - Middle Childhood Chapter 7 and 8	<i>Assignment due</i> Saturday, November 8	Test 2 Study guides 5 and 6 due Tuesday
Week 5 11/10 – 11/16	Part 5 - Adolescence Chapters 9 and 10		Study guides 7 and 8 due Tuesday
Week 6 11/17 – 11/23	Part 6 - Adulthood chapters 11, 12 and 13	<i>Oral Presentation due</i> November 22nd in D2L	Test 3 Study guides 9 and 10 due Tuesday
Week 7 11/24 – 11/30	Part 7 - Late Adulthood Chapters 14, 15 and Epilogue		Study guides 11, 12 and 13 due Tuesday
Week 8 12/1 – 12/3	Final grades will be submitted at noon on December 4 th	Exam and Study Guides for Part 7 Due before end of day December 3rd	FINAL EXAM

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Industrial Careers Building, Room 104, the center provides face-to-face and online tutoring sessions in a welcoming environment. Make appointments in person or online at <https://com.mywconline.com>.

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_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, 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 October 2nd. The last date to withdraw from the 2nd 8-week session is November 26th. The last date to withdraw for the 16-week session is November 15.

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 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.