Lifespan Development  
PSYC 2314  
Syllabus  
Spring 2024

Lecturer: Lea Touchstone  
Department: Psychology  
Office: McKibben Education Building Room 215E  
Phone: (936) 468-1455  
Location: MCKB 258 Tuesday and Thursday 11:00 am – 12:15 pm  
E-mail: Please use the D2L email first. If you cannot access D2L, email Lillian.Touchstone@sfasu.edu

Office Hours:  
Monday By appointment  
Tuesday 12:15 pm – 1:15 pm  
Wednesday 10:00 am – 1:00 pm  
Thursday 12:15 pm – 1:15 pm  
Friday By appointment

General Course Description: Examination of development from conception to death. Coverage includes theories and current research on the domains of physical, cognitive, social, and emotional development with a focus on how biological and environmental factors interact to influence development in these domains. Prerequisite: Sophomore standing or above

Program Learning Outcomes (PLO Proficiency Level):
1. The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (Intermediate)

2. The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. (Basic)

3. The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. (Basic)

4. The student will understand and apply psychological principles to personal, social, and organizational issues. (Intermediate)

5. The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. (Basic)

Student Learning Outcomes:
1. The student will explore the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), and the theoretical perspectives currently being used to examine human development.
2. The student will be introduced to the research methods currently being used to examine human development.

3. The student will understand explanations for individual differences in development.

4. The student will understand ethical principles underlying developmental research with children and adults.

Course Text and Resources:
Exploring Lifespan Development, 4th Edition
Author: Laura E. Berk, Illinois State University
Publisher: Sage
ISBN:
Loose-Leaf 9781071895559
   eBook 9781071895245
*Note: You should select the version (loose-leaf or eBook) you prefer. You do not need to order both.

Assignments:
Syllabus Quiz (10 points) – This quiz contains questions about course policies and procedures that are discussed in the syllabus.

Application Project (30 points) - You should complete one project involving observations of others, interviews with parents or childcare professionals, or other appropriate observations so you can apply the concepts that we will be learning in class. A list of the projects will be provided along with the corresponding chapter associated with the assignment so that you can plan accordingly. You must turn in a 3–5 page description of your activity with an interpretation that applies course terms and concepts. This assignment must be turned in on or before the appropriate deadline. As a rule, when you are writing your application project, you should include approximately one to two brief pages that describe your activity and observations, and in the rest of your paper, you should explain/interpret your observations using course concepts and terms.

Presentation (Optional-6 bonus points) – You may choose to make a 3-5 minute presentation on your application project to the class. You must include a visual aid, and you may present in person or via a recorded presentation presented to the class.

Article Reading Reactions (5 points each) - To ensure that article readings are being completed, students are required to turn in reading reactions for two of the four required article readings. Each reading reaction should consist of an independently developed comment, interpretation, or application (i.e., real-world applications, personal examples, etc.) for material covered in the article. Students must turn in their reading reactions on or before the deadline listed in the course schedule. It is very important that you make a serious effort to contribute a unique thought or idea. In other words, try to avoid simply repeating what the author/s of the article have already mentioned. Instead, try to use your ideas, course terms, and course concepts in
discussing your individual interpretation of the study. Your idea should be concrete and specific. Avoid vague opinions (i.e., “This was a very interesting article” or “I thought the authors did a great job in conducting this study”). Support any opinions you offer with an explanation and either logic or evidence. It should be clear to me that you read the entire article and that you put some thought into it. The reactions will be turned in through Discussions in D2L. For maximum points, you must reply to at least one other classmate’s post.

Evaluations: There will be six exams throughout the semester. There is no comprehensive final. Exams will be 35 questions (all multiple-choice, 2 points each). Each exam is worth 70 points. If you miss an exam, proof of illness or death of a family member/friend will be required for a makeup.

Deadlines: All deadlines for this course are hard deadlines. To receive credit for assignments, you must complete them on or before the deadlines. This means that no exceptions will be made for late assignments without documented excuses (e.g., a signed note from a medical doctor or other proof of illness or death of a family member/friend). **IF YOU MISS AN ASSIGNMENT OR AN EXAM, YOU MUST PROVIDE A VALID REASON VIA D2L EMAIL ON OR BEFORE THE DAY THE ASSIGNMENT OR THE EXAM IS DUE. YOU WILL HAVE FIVE DAYS FROM THE DATE OF THE MISSED ASSIGNMENT OR THE MISSED EXAM TO MAKE UP THE WORK. THERE WILL BE NO EXTENSIONS OR EXCEPTIONS. THERE WILL BE NO MAKEUPS FOR THE FINAL EXAM.**

Your course grade will be based on the number of points that you earn on all course assignments. There will be one syllabus quiz worth 10 points, six exams worth 70 points each, two article reading reactions worth 5 points each, and one application project worth 30 points. The total number of possible points for the course is 470. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90</td>
<td>423</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
<td>376</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>329</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>282</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60*</td>
<td>&lt;*282</td>
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</tbody>
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To earn a specific letter grade, you must meet the minimum point total for that grade. There are no exceptions to this policy.

PSYC 2314 - Lifespan Development (3 credits) is designed to introduce students to the study of lifespan development by covering development from conception to death including theories and current research on the domains of physical, cognitive, social, and emotional development with a focus on how biological and environmental factors interact to influence development in these domains. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks and meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, regular tests, and a final examination. These activities average a minimum of 6 hours of work each week to prepare
outside of classroom hours.

**Academic Integrity:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence (AI) (ChatGPT)**
Academic integrity is a core value of this course, and any form of academic dishonesty, including using artificial intelligence (AI) to cheat, will not be tolerated. Cheating with AI includes, but is not limited to, using AI-generated content for assignments or exams, using AI chatbots to communicate with others during exams, or using AI tools to generate responses to exam questions. Any instance of a student engaging in academic dishonesty using AI will be addressed according to The Code of Student Conduct and Academic Integrity. It is important to remember that AI is a tool to assist in learning and not to replace it and that academic dishonesty undermines the learning experience for everyone.
Withheld Grades: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Disputes about Course Grades: In the event of a grade dispute, it is the student’s responsibility to prove that a grade has been calculated incorrectly. Hence, you should keep all copies of your graded assignments. Please refer to university policy: http://www.sfasu.edu/policies/academic_appeals_students.asp

Students with Disabilities: To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Civility in the Classroom: You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas.

Tardiness: Coming late to class is a disruption. Therefore, habitual tardiness will not be tolerated. If instances occasionally arise when you are running late for class, it is better to arrive late than to not attend at all.

Institutional Absences (HOP 04-110): An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone events where the date/time is changed will no longer be considered a keystone event. Students should make themselves aware of any keystone events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Missing Class**: You should make every effort to attend class because we cover a lot of material during each class. If you miss class, it is your responsibility to get the notes and any class announcements from a classmate. You are held accountable for keeping up with class information whether present in class or not.

**Mental Health**: SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Student Wellness and Well-Being**: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, or seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources**:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
936.468.4008 thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:
· Health Services
· Counseling Services
· Student Outreach and Support
· Food Pantry
· Wellness Coaching
· Alcohol and Other Drug Education www.sfasu.edu/thehub

Crisis Resources:
· Burke 24-hour crisis line: 1.800.392.8343
· National Suicide Crisis Prevention: 9-8-8
· Suicide Prevention Lifeline: 1.800.273.TALK (8255)
· johCrisis Text Line: Text HELLO to 741-741

Campus Referrals: Students who do not attend class regularly, who consistently perform poorly on class projects/exams, or who display emotional or behavioral problems may be referred to the iCare Early Alert Program. This program alerts school officials of student problems and subsequently, students are sought out by a school official with recommendations for resources or other assistance to help the student succeed.
## Tentative Course Schedule

### Assignment

<table>
<thead>
<tr>
<th>Date</th>
<th>Section 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Syllabus Overview and Getting Started Activities</td>
</tr>
<tr>
<td>1/23</td>
<td>Chapter 1 History, Theory, &amp; Research Strategies</td>
</tr>
<tr>
<td>1/25</td>
<td>Chapter 2 Biological and Environmental Foundations</td>
</tr>
<tr>
<td>1/30</td>
<td>Syllabus Quiz</td>
</tr>
<tr>
<td>2/1</td>
<td>Chapter 3 Prenatal Development, Birth and the Newborn</td>
</tr>
<tr>
<td>2/6</td>
<td>Article 1 Reading Reaction Due</td>
</tr>
<tr>
<td>2/8</td>
<td>Exam 1 - Covered Material: Chapters 1-3</td>
</tr>
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</table>

### Section 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Section 2</th>
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</thead>
<tbody>
<tr>
<td>2/13</td>
<td>Chapter 4 Physical Development in Infancy and Toddlerhood</td>
</tr>
<tr>
<td>2/15</td>
<td>Chapter 5 Cognitive Development in Infancy and Toddlerhood</td>
</tr>
<tr>
<td>2/20</td>
<td>Chapter 6 Emotional and Social Development in Infancy and Toddlerhood</td>
</tr>
<tr>
<td>2/22</td>
<td>Article 2 Reading Reaction Due</td>
</tr>
<tr>
<td>2/27</td>
<td>Exam 2 - Covered Material: Chapters 4-6</td>
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### Section 3

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>2/29</td>
<td>Chapter 7 Physical and Cognitive Development in Early Childhood</td>
</tr>
<tr>
<td>3/5</td>
<td>Chapter 8 Emotional and Social Development in Early Childhood</td>
</tr>
<tr>
<td>3/7</td>
<td>Article 3 Reading Reaction Due/Exam 3 - Covered Material: Chapters 7 &amp; 8</td>
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**Spring Break 3/11-3/15**

### Section 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Section 4</th>
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<tbody>
<tr>
<td>3/19</td>
<td>Chapter 11 Physical and Cognitive Development in Adolescence</td>
</tr>
<tr>
<td>3/21</td>
<td>Chapter 12 Emotional and Social Development in Adolescence</td>
</tr>
<tr>
<td>3/26</td>
<td>Exam 4 - Covered Material: Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>3/28</td>
<td>Easter Holiday</td>
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</table>

### Section 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Section 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/2</td>
<td>Chapter 13 Physical and Cognitive Development in Early Adulthood</td>
</tr>
<tr>
<td>4/4</td>
<td>Chapter 14 Emotional and Social Development in Early Adulthood</td>
</tr>
<tr>
<td>4/9</td>
<td>Article 4 Reading Reaction Due</td>
</tr>
<tr>
<td>4/11</td>
<td>Exam 5 - Covered Material: Chapters 13 &amp; 14</td>
</tr>
</tbody>
</table>
Section 6

4/16 Chapter 17 Physical and Cognitive Development in Late Adulthood
4/18 Chapter 18 Emotional and Social Development in Late Adulthood
4/23 Chapter 19 Death, Dying, and Bereavement
4/25 Application Projects Due and Presentations
4/30 – 5/2 Wrap-up
5/7 Exam 6 - Covered Material: Chapters 17-19 10:30 am – 12:30 pm

The instructor reserves the right to alter the course schedule as needed.