Lifespan Development  
PSYC 2314-501  
Syllabus  
Spring 2024

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Phone  (936) 468-5117  
Location  [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

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<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>By appointment</td>
<td>8:15-10am</td>
<td>8:30-10am</td>
<td>8:15-10am</td>
<td>By appointment</td>
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**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.

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<tr>
<th>Program Learning Outcomes: PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Intermediate</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Basic</td>
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<tr>
<td>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.</td>
<td>Basic</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Basic</td>
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**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

Updated: August 2023
This course will also utilize the Brightspace learning online management system for assignment submission, grade reporting, and course communication. The Brightspace page for this class will be used to post course documents such as the course syllabus, supplementary readings, and lecture notes. You will also be able to check your grades using this system.

Assignments:

**Syllabus Quiz (10 points).** The syllabus quiz is an online quiz posted in the quiz tab of Brightspace. It contains questions about course policies and procedures that are discussed on the syllabus. You must complete the online syllabus quiz before **11:59pm on January 30th.**

**Readings.** Students will be assigned readings that need to be completed according to the course schedule. This course schedule and the list of readings can be found under the content tab in D2L under the Getting Started Unit. The **majority of readings will come from the text,** although **you will also complete required article readings** over the course of the semester. These additional article readings will be provided by the instructor and posted on the Brightspace page. It is critical that these readings are completed according to the course schedule because class assignments will revolve around the readings.

**Application Projects.** You should complete 1 project involving observations of others 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 on Brightspace, 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 interpretation that applies course terms and concepts. **This assignment must be turned in on or before the appropriate deadline listed in the Application Project Index.** As a general rule, when you are writing your application project, you should include approximately one to two brief pages which describe your activity and observations, and in the rest of your paper you should explain/interpret your observations using course concepts and terms. See the Application Project Index for more important tips on developing a well written assignment. **Application projects should be turned in as Word documents or pdf documents via the Dropbox tab on Brightspace.** This assignment is worth 30 points

**Article Reading Reactions.** To ensure that article readings are being completed, students are required to turn in **reading reactions for at least 2 of the 4 required article readings.** Each reading reaction should consist of an independently developed comment, interpretation, or application (i.e., real-world applications, or personally developed examples, etc.) for material covered in the article. Each reading reaction is worth 5 points. Students must turn in their reading reactions before the deadline listed in the course schedule. Reading reactions should be turned in via the discussion tab in BrightSpace. You will see Reading Reaction discussion sections for each of the articles covered in this course. Please make sure that you are posting your reactions in the appropriate topic. Also, it is very important that you make a serious effort in contributing a unique thought or idea to the discussion forum. In other words, try to avoid simply repeating what your classmates or the author/s of the article have already mentioned.
Instead, try to use your own 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 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 your post.

The following code system will be used for grading the Discussion posts.

<table>
<thead>
<tr>
<th>Code (what you will see as your D2L feedback)</th>
<th>Discussion post error</th>
<th>Point deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The discussion post offers <strong>too vague of an opinion.</strong></td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>The discussion post is <strong>not about a specific aspect of the study described in the article</strong> and/or it is not clear that you have read the article</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>You are only <strong>re-stating what your classmates have already mentioned</strong> without adding your own unique interpretation</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>You are <strong>only re-stating what is described by the author/s of the article</strong> without adding your own unique interpretation</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>You are <strong>not using relevant course concepts and terms</strong> in your discussion post</td>
<td>1</td>
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Participation Posts and Professionalism: In addition to posting 2 of your own reading reactions, you must also post follow-up comments or questions to your classmates’ reading reactions throughout the course and participate in any supplementary online discussions that the professor posts for videos and other supplementary materials. This is how you will earn participation points in the class and contribute to the class learning environment. You will also be expected to complete online exams, application projects, and reading reactions on time and respect your classmates in discussion forums. This is how you will earn professionalism points. Participation posts and your professionalism throughout the course will be worth 10 points.

Evaluations: There will be 6 exams throughout the semester. There is no comprehensive final. The exams will cover textbook material and information from the module material, article readings, and videos, presented with each unit. 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 family member/friend will be required for a makeup. Please see the course schedule for specific dates.

Deadlines: All deadlines for this course are hard deadlines. Use the course schedule as your guide for course deadlines. In order to receive credit for assignments you must complete them before the deadlines listed in the course schedule. 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). Deadlines for all assignments are indicated clearly in the course schedule and in the D2L page. **If you have a documented excuse, email Dr. Savoy regarding a makeup.**

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, 6 exams worth 70 points each, 2 article reading reactions worth 5 points each, participation and professionalism points worth 10 points, and 1 application project worth 30 points. The total number of possible points for the course is thus 480. Grades will be determined as follows:

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<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>Percent</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>&lt;60*</td>
</tr>
<tr>
<td>Points</td>
<td>432</td>
<td>384</td>
<td>336</td>
<td>288</td>
<td>&lt;*288</td>
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</table>
To earn a specific letter grade, you must meet the minimum point total for that grade. There are no exceptions to this policy.

PSYC 376 “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 also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (4.1)

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.

Withheld Grades Semester Grades Policy (5.5)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

Please copy and paste the following statement and place it in your course syllabus.

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, 468-3004 / 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Updated: August 2023
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, 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.

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
936.468.4008
thehub@sfasu.edu

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