

GRAYSON COLLEGE

Course Syllabus

Course Information

This syllabus applies to Child and Lifespan Development: PSYC 2314

Type of Course/Delivery Mode/Testing Requirements

Online; Online proctors required for testing; All coursework completed online via Canvas

Professor Contact Information

Name: Rachel Sumrall, M.Ed.

E-Mail: sumrallr@grayson.edu*

Office Phone: 903.463.8630

Office Location: LA 106F

Office Hours: Posted by office door;

By Appointment

*Online students should use ONLY the Canvas Messages system to contact me regarding this course. I read and respond to messages several times per school day during the semester. I am not always available on weekends.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Acceptable skill levels in Reading and Writing; Psychology 2301 helpful, but not necessary.

Course Description – from college catalog: Child and Lifespan Development is a study of development of the individual from conception through late adulthood. Various stages in the process and factors that influence development are noted in the areas of physical, cognitive and social-emotional domains.

Student Learning Outcomes:

SLO1 The student will be able to identify and recognize prenatal development.

SLO2 The student will be able to explain lifespan development according to psychological theory.

SLO 3 The student will be able to explain the scientific method by developing a simple experiment using the terminology that describes the variables used in the experiment.

Required Textbooks and Materials

Exploring Lifespan Development, by Laura E. Berk, Pearson 4th Edition, 2018; ISBN 978-0-13-441970-1

Outline of Topics Covered

This course is structured to cover important factors involved in child and lifespan development. Its format incorporates many of the American Psychology Association (APA) Goals for Undergraduate Psychology Majors so as to assure transfer to a senior college or university. Specifically, this course will cover the study of physical, social-emotional and cognitive development in these life stages: Prenatal; Birth; Infancy; Early Childhood; Middle Childhood; Adolescence; Early Adulthood; Middle Adulthood; Late Adulthood; Death and Dying.

Coursework and Deadlines		
Week	Date	
1	Jan 11-16	Week One: Chapters 1-2

Introductions(discussion 1)

Establishing an Experiment, Discussion 1

Assignment and discussion must be completed by 11:59 pm, Friday

Test 1: Chapters 1 and 2

Test and unit discussion must be completed by 11:59 pm, Sunday

Week Two: Chapters 3- 4

SLO Assessment: Prenatal

Assessment must be completed by 11:59 pm, Friday

2 Jan 17-23 Test 2: 3 and 4 and Discussions 2 and 3

Test and discussions must be completed by 11:59 pm, Sunday

Week Three: Chapters 5-6

First Insight Assignment

3 Jan 24- 30 Assignment must be completed by 11:59 pm, Friday

Test 3: Chapters 5 & 6, bonus video 1 and Discussions 4 and 5

Test, discussions, and bonus must be completed by 11:59 pm, Sunday

Week Four: Chapters 7-8

Second Insight Assignment

4 Jan 31- Feb 6 Assignment must be completed by 11:59 pm, Friday 2

Test 4: Chapter 7 and 8 and discussion 6, bonus video 2

Test, bonus, and discussion must be completed by 11:59 pm, Sunday

Week Five: Chapters 9-10

Ethics Assessment

- 5 Feb 7-13 Assessment must be completed by 11:59 pm, Friday
Test 5: Chapters 9 & 10, bonus video 3, discussion 7
Test, bonus, and discussions must be completed by 11:59 pm, Sunday

Week 6: Chapters 11-14

SLO: Human Behavior and Diversity

- 6 Feb 14-20 Assignment must be completed by 11:59 pm, Friday
Test 6: Chapter 11 & 12
Test 7: Chapters 13 & 14
Bonus video 4
Discussion 8
Test, discussion, and bonus must be completed by 11:59 pm, Sunday

Week Seven: Chapters 15-16

Third Insight Assignment

- 7 Feb 21- 27 Assignment must be completed by 11:59 pm, Friday
Test 8: Chapters 15 & 16, discussion 9
Bonus video 5 & October Baby bonus
Test, discussion, and bonus must be completed by 11:59 pm, Sunday

- 8 Feb 28- Mar 4 **Week Eight: Chapters 17-19**

Test 9: Chapters 17, 18 19 (This is your final, there is **NOT** a comprehensive exam) and **discussions 10**

Test and discussions must be completed by 11:59 pm Wednesday

Methods of Evaluation

Tests (900 points possible)

There will be **nine tests**. They are posted in the Modules section of Canvas. Tests consist of 54 or less multiple-choice and short answer questions based upon the material found in the textbook. Questions are **factual** (based on general facts), **conceptual** (based on ability to understand and apply concepts), and **application** (based on ability to apply learned information to facts). The value of each test is 100 points. The tests are open-book. However, I highly suggest reading and outlining the chapters prior to taking the tests. Notes are allowed. **Tests must be completed by 11:59 pm CST on the due date. Late tests will not be accepted.** I will **NOT** re-open a test after the due date and time has expired.

Please note: Students are **not** allowed to review their answers on any test. These test banks are utilized each semester by several professors. Therefore, integrity of the question set must be maintained. The answers to these test questions have been validated due to frequent usage.

Insight Assignments (150 points possible)

There are **three insight assignments**. They are posted under the Modules section of Canvas in the units. These are to be brief papers that must be **at least 250 words** in length. You will write your thoughts or opinions in response to a question, article or video clip. These response papers will not be shared with the class. Students' must submit their Insight Assignments through the "Assignments" link in Canvas. **Insight** Grades will be posted in Canvas grade book within one week of the assignment due date. **Assignments must be completed by 11:59 pm CST on the due date.** Papers submitted after the due date and time will **NOT** be accepted. Each insight assignment is worth 50 points.

Discussion Boards (100 points possible)

Discussion topics will be posted at the beginning of each unit. They can be found in each unit within the modules in Canvas. Discussions are designed to facilitate dialogue between classmates similar to discussions that occur in a face-to-face course.

In order to receive **full credit** for the discussions, students must post an **original post** in order to receive the first 5 points. There is not a minimum or maximum word count but the post must have added meaning to the conversation in order to receive full credit. Then the student must **reply to two other posts**. Again, there is not a word count but the post must add value and insight to the conversation in order to receive full credit. Each reply is worth 3 points. This provides the student with an opportunity to earn 11 points per discussion topic.

Please be respectful of others' views and polite in your responses. Please read the brief article on “Netiquette” (online etiquette) found in the “Start Here” section of Canvas. Post responses as messages; do not use any attachments. This will make it easier for everyone to read responses and eliminate software compatibility issues. No credit will be given for responses submitted as or containing attachments. Responses posted with attachments will be deleted from the discussion boards. **Late Discussion posts will not be accepted.**

Student Learning Outcomes (200 points)

Grayson College is accredited by the Southern Association of Colleges and Universities. As part of the accreditation process, student learning outcomes (SLO's) (Prenatal assessment, Establishing an Experiment, and Human Behavior and Diversity) are assessed for this course. A program learning outcome (Ethics in Psychology) is assessed as well. These assessments are posted in the Units/Lessons section of Canvas. Each will be worth **50 points**.

Bonus Opportunities

There are several bonus opportunities available throughout each unit. These bonus opportunities consists of several different videos over how to get the most out of studying, my virtual adult, and even some movies that can be watched and dissected into psychological theories put into action.

Grading

All grades will be posted in Canvas grade book. Test grades will post immediately upon completion of test, unless tests contain short answer questions. Assignment grades and discussions will be posted within one week of its due date and time. Total points earned during

the semester will be divided by the total number of points possible (1,350) and articulated as a percentage to determine the final letter or numeric grade.

90 % - 100% = A

80 % - 89% = B

70% - 79% = C

60% - 69% = D

59% or less = F

NO LATE WORK WILL BE ACCEPTED. Please refer to the **Schedule of Coursework** frequently to avoid missing due dates and times.

Schedule: is found in **Modules** section of Canvas and in this syllabus. It is a timetable that specifies the due dates and times of all coursework. It is the student's responsibility to copy and review this schedule often to avoid missing due dates and times. Coursework submitted after its due date and time will **NOT** be accepted.

Extra credit points may be given for additional responses in the case of a borderline grade (59%, 69%, 79%, 89%).

Methods of Instruction

The information in this section applies to classroom courses in addition to the information regarding assignments in the Methods of Evaluation section of this syllabus.

The primary means of communication between the professor and students is during class and Canvas Messages system. I read and respond to e-mail several times per school day during the semester. I am not always available on weekends. Students primarily communicate with one another face-to-face in class. In addition, students have the option to use Canvas messages to communicate with each other.

The professor will assess and grade online participation of students based on student contributions to Canvas discussion threads. The professor will monitor online activities of students relevant to the course using the tracking features available in Canvas. The professor will block access to Canvas for any student that exhibits disrespectful behavior toward anyone in the class using Canvas messages or while participating in class discussions conducted in Canvas; the instructor may unblock a student that exhibited disrespectful behavior if the student apologizes to those offended and promises not to exhibit disrespectful behavior in the future. The professor will ban any student from Canvas permanently who engages in disrespectful behavior a second time. **Please read the brief article on “Netiquette” (online etiquette) found in the “Start Here” section of Canvas.** Remember, this is a Psychology Course. Topics may be personal. Please keep any information shared by fellow students in this course confidential.

Students must be able to use a computer to download class notes, view class power points and websites, complete the Student Learning Outcomes, submit the Insight Assignments, and take tests. Technical competence must include the ability to use word processing software, navigate websites (including the GC Portal), view videos and use web-based applications such as Canvas. The student is responsible for obtaining and maintaining access to computer hardware and software required for the class. Students who do not own a computer will need to obtain access to the equipment and web-based applications from some other source (e.g., a GC computer lab, a public school computer lab or library, or a computer available at a public library). Technical breakdowns are **NOT** an acceptable excuse for failure to complete assignments; the timeframes for completing assignments are sufficient to allow students opportunities to recover from technology breakdowns provided one does not wait until the last possible moment to complete assignments. Should there be a technical problem, immediately notify me via external email or phone call. Alternate arrangements, if permitted, will be considered.

There is a section in Canvas dedicated to the GC Help Desk (on left hand side of screen), as well as many other supportive learning resources such as Course Tools, Canvas Help for Students, Library and Student Services. Please take advantage of these excellent resources.

Students are responsible for understanding and conforming to the standards and policies of Grayson College with respect to academic honesty.

Course & Instructor Policies

Coursework submitted after its due date and time has expired will **NOT** be accepted. Please refer to the **Schedule** frequently to avoid missing deadlines. The Schedule is posted in Syllabus/Schedule and specifies the due dates and times of all coursework. It is the student's

responsibility to copy and review this schedule often to avoid missing due dates and times. Tests or coursework submitted after its due date and time will **NOT** be accepted.

The professor may give extra credit points for additional discussion responses in the case of a borderline grade (59%, 69%, 79%, 89%).

Online students should use **ONLY** the Canvas message system to contact me regarding this course. I read e-mail several times per school day during the semester. I am not always available on weekends.

Because this is a Psychology Course, students might share their personal experiences or concerns in a related discussion thread. If so, please keep ALL information shared by fellow students in this course confidential.

Additional Instructor policies related to assignments and participation are described in the Methods of Evaluation and Methods of Instruction sections of the syllabus.

Student Conduct, Netiquette & Discipline

Students are expected to maintain course decorum to include respect for other students and the professor, and an attitude appropriate for a learning environment. Please read the brief article on “Netiquette” (online etiquette) found in the “Start Here” section of Canvas. Disciplinary standards will be maintained in accordance with the policies of Grayson College. Each student shall be charged with notice and knowledge of the contents and provisions of the District's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Any student violating this policy shall be subject to discipline including but not limited to counseling, suspension, withdrawal from class, and/or being assigned a grade of “F” for the class.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

Students who plagiarism in this course will receive an automatic zero for the work done and will be reported.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found in each Canvas course shell under the menu item “Student Services”.