

**Texas A&M University - Central Texas
PSYC 3307-125 HUMAN LIFESPAN**

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Alton McCallum

Office: WH 322T

Phone: 254-519-5485 (College of Education)

Email: amccall@tamuct.edu (this is preferred email, but will check CANVAS)

Office Hours: By appointment

Mode of instruction and course access:

This course is a classroom blended course with 50% of the course being on online and 50% in the classroom. Grading and all assignments will be completed or submitted via Canvas. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]

Student-instructor interaction:

Email and course messages will be checked daily during the week and in the evenings on most Saturdays and Sundays and will be responded to as soon as possible. I will have virtual office hours by appointment and I will make myself available. I can meet face to face, on the phone, or online using web-conference tools.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: Human Lifespan (3-0). The course surveys development from conception through adulthood with emphasis on social adaptation of individuals and roles in families, groups, and communities. Cognitive, social, personal, and biological factors of the stages of development are included. Prerequisites: PSY 101 or approval of School Director.

Course Objective:

Learning outcomes (LO): Upon satisfactory completion of this course, students will:

- LO 1. Demonstrate factual knowledge (terminology, classifications, methods, trends).
Students will read, write, discuss, and respond to factual information regarding human lifespan development from the textbook and course videos. Assessments in which students will demonstrate this objective are module quizzes, journal entries, the integration paper, and the comprehensive final exam.
- LO 2. Demonstrate knowledge of fundamental principles, generalizations, or theories.
Students will read, write, discuss, and respond to theoretical information regarding human lifespan development from the textbook and course videos. Assessments in which students will demonstrate this objective are module quizzes, journal entries, the integration paper and the comprehensive final exam.
- LO 3. Apply course material (to improve thinking, problem solving, and decisions).
Students will self-select topics from the textbook and course videos on which to write and relate directly to one's own life. Assessments in which students will demonstrate this objective are module application discussion posts and replies (public) and module journal entries (private). Students will reflect on their learning each week by completing class participation activities. Assessments in which students will demonstrate this objective are the weekly participation activities. Students will apply and extend their depth of knowledge from the course text and videos by locating, retrieving, reading, and summarizing first-hand empirical research in an area of human lifespan development. Assessments in which students will demonstrate this objective are article summaries that will be used to create the integration paper.
- LO 4. *Develop skill in expressing oneself in writing.* Every week, students will submit multiple written assignments. Written expression will be evaluated and discussed with students as needed. Assessments in which students will demonstrate this objective are module application discussions and replies, module journal entries, article summaries, and the integration paper.

Required Reading – Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Berk, L. E. (2017). *Development through the lifespan* (7th ed.). Boston: Pearson. ISBN: 9780205957606

COURSE REQUIREMENTS

Course format/ attendance and late work policies:

This course (PSYC-3307-125) will be a classroom blended 8 week term and the main components of this course will address physical, emotional, cognitive, social development throughout the human lifespan. Also included are the experimental methods and current theories of human development. This course will be broken down into four 2-week modules. The class will be a 50% classroom and 50% online course. Students are expected to complete all work and meet all deadlines as noted in each assignment description or in the syllabus. All online work submitted for class MUST be submitted through the Assignment links on Canvas; no work submitted by email will be accepted unless arranged with me beforehand.

Course Requirements:

Reading Quizzes (35.0% of Overall Course Grade). Seven module exams consisting of multiple choice items will be scheduled throughout the semester (see Course Calendar for dates). These quizzes will cover content from the assigned readings and videos listed in the Course Calendar. All quizzes must be completed independently with no assistance from others. These quizzes will be completed online and are due as assigned. Each quiz will be worth a total of 50 points each.

Application Discussions (14% of Overall Course Grade). Weekly discussions allow students to select and integrate course content in ways that are meaningful to them. Students are required to submit one discussion every other week (250 word minimum) on concepts (i.e., theories, topics, constructs) and two (2) replies (150 word minimum) to discussions made by classmates. **No credit will be awarded for plagiarized content. ALL content should be written in the student's own words.** The specific content in each submission will vary weekly. Each discussion and reply (2 required) will be worth a total of 17.5 points.

Journal Entries (8.0% of Overall Course Grade). Eight module journal entries provide a private place for students to record their personal reactions and thoughts regarding module content. This assignment is shared between only the professor and each student individually so content entered into journals is private from the rest of the students in the course and is not subjected to discussion. Students are free to select which content they share with others through the Application Discussions and which content they keep private in their own journals. Students may not duplicate constructs and content for discussion boards and journals. Journal entries must be at least 250 words in length and contain personal ideas, thoughts, confusions, and concerns directly related to course content. Course constructs must be stated, explained and linked explicitly to journal dialogue. Each journal entry is worth a total of 10 points.

Class Participation (8.0% of Overall Course Grade). Active participation in diverse learning activities that are delivered throughout the learning process is expected in

this course.

Autobiographical Assignment (25% of Overall Course Grade) The Autobiographical Assignment consists of an account of personal development throughout your lifespan to the present. The paper will consist of your development through every developmental stage explaining your physical, cognitive, social, and psychological advancement. Throughout the assignment discuss key developmental times and moments of your life. The assignment will consist of a paper and a graphical depiction of your lifespan with key developmental moments. This assignment will be worth 250 points.

Comprehensive Final Exam (10% of Overall Course Grade) At the end of the semester, students will complete a comprehensive, multiple choice final exam that will review all course content covered during the entire semester. The exam must be completed independently with no assistance from others. All questions should be directed to the professor of the course.

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3309, PSYC 3330, PSYC 3312, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity includes either participating in research studies directly related to psychology, writing summaries of peer reviewed empirical research articles, or a combination of both.

Sign Up: To receive credit for a research experience activity, students must sign up to participate in a research study or write a research summary through the Counseling and Psychology Research Sign-Up System hosted by SONA (<https://tamuct.sona-systems.com>). Students should access the TAMUCT SONA website and request an account using their TAMUCT email account. Students must verify their account requests before being granted access to the system. Once the account is verified, students will be able to sign-up for research experience activities. A tutorial video is provided for using SONA (https://www.youtube.com/watch?v=_1OnT2ZU6QQ). Students who have problems signing up for SONA or have questions should contact the SONA coordinator Melissa Sanchez (ms057@my.tamuct.edu).

Credits: Students are required to complete 3 research credits in this course. The first research credit must be earned before the middle of the course (midterm). Credit is allotted as follows and is determined by the researcher (not the course instructor) based on estimated participation time:

- 1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)
- 1 credit for each summary of a peer-reviewed, empirical research article.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards the next time they take the course.

Penalties: Any student who has not earned 1 research credit before the halfway point of the course (midterm) will be penalized 1 letter grade on the final course grade. Any student who has not earned all required research credits prior to the opening of the final exam

period for the course will lose 1 letter grade on the final course grade for every research credit short of the required 3 research credits (e.g., missing 2 credits will result in a 2 letter grade reduction in the final course grade).

Grading Criteria Rubric and Conversion

<u>Graded Assignments</u>	<u># Due</u>	<u>Points Each</u>	<u>Points Total</u>	<u>% of Overall Grade</u>
Class Participation	8	10	80	8.0
Reading Quizzes	7	50	350	35.0
Application Discussion & Replies (DP)	8	17.5	140	14.0
Journal Discussions	8	10	80	8.0
Autobiographical Assignment	1	250	250	25.0
Comprehensive Exam	1	100	<u>100</u>	<u>10.0</u>
			1000	100%

Posting of Grades:

- Grades will be kept on Canvas gradebook. Grades will be posted for assignments no later than a week from assignment submission.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
<u>15 Jan</u> <u>(in class</u> <u>day 17</u> <u>Jan)</u>	Getting Started Course Requirements Module 1: Theory and Research in Human Development	Course Orientation Review Class Syllabus Check computer compatibility on Canvas Read Chapter 1	All assignments are submitted online Assignments Due 21 Jan Journal Entry(1) Discussion Post/Replies (1) Module Quiz (1)
<u>22 Jan</u> <u>In class</u> <u>day 22</u> <u>Jan)</u>	Module 2: Foundations of Human Development	Read Berk Chapters 2 and 3 Write Application Discussion Write Journal Entry Take Module Exam	Assignments Due 28 Jan Discussion Post/Replies (2) Journal Entry (2) Module Quiz (2)
<u>29 Jan</u> <u>(In class</u> <u>day 31</u> <u>Jan)</u>	Module 3: Infancy and Toddlerhood: The First Two Years	Read Berk Chapters 4, 5 and 6 Write Application Discussion Write Journal Entry Take Module Exam	Assignments due 4 Feb Discussion post/Replies (3) Journal Entry(3) Module Exam(3)
<u>5 Feb</u> <u>(in class</u> <u>day 7</u> <u>Feb)</u>	Module 4: Early Childhood: Two to Six Years	Read Berk Chapters 7 and 8 Write Application Discussion Write Journal Entry Take Module Exam	Assignments due 11 Feb Discussion Post/Replies (4) Journal Entry(4) Module Quiz (4)
<u>12 Feb</u> <u>(in class</u> <u>14 Feb)</u>	Module 5: Middle Childhood: Six to Eleven Years	Read Berk Chapters 9 and 10 Write Application Discussion Write Journal Entry Take Module Exam	Assignments due 18 Feb Discussion Post/Replies (5) Journal Entry(5) Module Quiz (5)
<u>19 Feb</u> <u>(in class</u> <u>21 Feb)</u>	Module 6: Physical, Cognitive, Emotional and Social Development in	Read Berk Chapters 11, 12, 13, & 14 Write Application Discussion Write Journal Entry	Assignments due 25 Feb Discussion Post/Replies (6) Journal Entry (6)

	Adolescence and Early Adulthood	Take Module Exam	Module Quiz (6)
<u>26 Feb</u> <u>(in class</u> <u>28 Feb)</u>	Module 7: Physical, Cognitive, Emotional and Social Development in Middle Adulthood and Late Adulthood	Read Berk Chapters 15, 16, 17, & 18 Write Application Discussion Write Journal Entry Take Module Exam	Assignments due 4 Mar Discussion Post/Replies (7) Journal Entry (7) Module Quiz (7) Autobiographical Assignment
<u>5 Mar</u> <u>(in class</u> <u>7 Mar)</u>	Module 8: The End of Life Final Exam and Wrapping Up	Read Berk Chapters 19 Write Application Discussion Write Journal Entry Take Final Exam	Assignments due 14 Dec Discussion Post/Replies (8) Journal Entry (8) Final Exam (1)

Important University Dates:

January 2018

- January 2, (Tuesday) Winter Break Ends
- January 2, (Tuesday) Priority Deadline for Admissions applications
- January 5, (Friday) VA Certification Request Priority Deadline
- January 11, (Thursday) Convocation
- January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
- January 15, (Monday) Martin L. King Jr. Day
- January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- January 16, (Tuesday) Classes Begins
- January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
- January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

- February 2, (Friday) Priority Deadline to Submit Graduation Application
- February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
- February 15, (Thursday) Last day to apply for Clinical Teaching
- February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

- March 1, (Thursday) Deadline to submit application to Teacher Education Program
- March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
- March 9, (Friday) 1st 8 week classes end
- March 9, (Friday) Deadline for Admissions applications
- March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
- March 12, (Monday) Spring Break Begins
- March 12, (Monday) 1st 8-week grades from faculty due by 3pm
- March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

In order to be successful in this course, you must be able to complete work assignments using Canvas. All discussion posts and replies, quizzes, journal entries, exams and papers will be submitted via Canvas. This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail

address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of

action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#)

[<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of

Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late work will not be accepted unless prearranged with the professor. All work will be submitted online via Canvas.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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