

PSYC 2314 - Lifespan Growth&Development: Lifespan Growth Develop-WIN

Fall 2024 Syllabus, Section 183, CRN 14064

Instructor Information

Lorena Madriaga

Instructor

Email: lorena.madriaga@tamiu.edu

Office Hours:

Email is the preferred means of communication

Office Phone: 956 326 2465

Times and Location

Does Not Meet Face-to-Face

Course Description

Prepares students to understand the physical, emotional, social and cognitive factors of growth and development of children, adolescents, and adults throughout the lifespan. Required for admission to the College of Education for students seeking teacher certification.

Psychology & Communication Department, College of Arts & Sciences

WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

Additional Course Information

Course Structure and Requirements:

This course is designed as a web-based undergraduate course via Blackboard. Your success in this course depends on **completing assigned lengthy readings** (using your textbook and PowerPoints as a guide), **engaging in online discussions**, as well as **completing quizzes, exams and all writing assignments**. Measurements will be based on your ability to synthesize knowledge gained from the readings and supplemental material. Student will need to complete ten (10) sections. All sections include chapters as divided in *Lifespan Development*. There will be discussions and a quiz for each section. There may also be supplemental readings or videos relevant to the topic(s) covered in the designated section.

This course is taught entirely online and it is the student's responsibility to ensure consistent access to Blackboard Ultra. You need to allot time in reading the materials and in taking down important notes about what you read. Time management and organization are the keys to your success in an online class.

Problems with personal computers are the responsibility of the student and are not acceptable excuses for missing any of the course requirements. Learning at a distance may be a different environment for many of you. You will generally set your own schedule, participate in class activities at your convenience, and work at your own pace, but be keen about the due dates for all assignments. You may require some additional time online during the first few weeks while you become acclimated to the online format. You may want to incorporate these tips to help you get started:

- Within the first week, become familiar with the site and how to use it. A Student eLearning (Blackboard Ultra) Orientation is available via: <http://www.tamui.edu/distance/students/elearning-/> (<http://www.tamui.edu/distance/students/elearning-/>) orientations.html
- Set a day and time each week to check the course website for weekly announcement, due dates, and emails.
- Check for schedule changes due to OIT maintenance and other unforeseen situations beyond the professor's control.
- Use the Open Discussion Forum or collaborate with your peer(s) to discuss class content and questions that remain unclear.
- **Ask questions when you need answers**

OIT help desk 326-2310

Student Learning Outcomes

After the completion of this course students should:

- understand how individuals change as they encounter the different developmental milestones in human development
- develop an understanding of the multiple factors that determine development across the lifespan.
- conceptualize how research findings and theories contribute to understanding normal and abnormal development throughout the lifespan.
- understand how individuals differ due to cultural differences.
- identify preventive and remedial interventions for successful development and aging.
- effectively write about theories, concepts, and current research pertaining to developmental psychology.
- conduct research and produce a research paper that conforms to APA (American Psychological Association) standards.

Student will demonstrate an ability to apply material learned via discussions, quizzes, article summaries and personal reflections, and a research paper focused on human development that conforms to APA (American Psychological Association) standards.

Important Dates

Visit the Academic Calendar ([tamui.edu](http://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Life-Span Development	John W. Santrock	9781266769115

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

(Recommended)

Publication Manual of the American Psychological Association

- Edition: 7th
- ISBN: 9781433832178
- Author: American Psychological Association
- Publisher: American Psychological Association
- Formats: Spiral, BryteWave Format
- Copyright Year: 2019
- Publication Date: TBD

Grading Criteria

GRADE	PERCENTAGE
A	89.5 - 100
B	79.5 - 89.4

C	69.5 - 79.4
D	59.5 - 69.4
F	Below 59.5

Open Boilerplate

Course Evaluation:

Topic for Research: Students will submit a topic for the research paper on the 1st week of the semester (check the schedule). The research topic should be related to human lifespan, growth, and development. It should be at least **400 words in content** and should give a brief overview of what the topic is about and why it is important to you as a researcher to write about this topic. It should follow the **APA format with a title page and a reference page**.

TAMU Core Curriculum Writing Assessment: Students will choose a topic from the suggested topics on beliefs about psychology that are commonly held by the general public, despite the fact that they are not generally supported by scientific research. Full instructions are in the 1st week Content folder and in the content folder on the week when it is due.

Core Curriculum Writing Assessment : 100 pts

Discussions & Replies: Students will be required to participate in discussion forums. The purpose of discussions is to encourage communication between the students in the class and to practice your writing skills. There will be a total of **three (3) discussion forums** upon completion of the course. Students will be required to participate in the forum as measured by a response on the discussion prompt and a reply to **at least one student in the class**. The content of the response or reply will reflect the student's opinion, analysis, or observation regarding the topic. **The written discussion posts and replies should be substantive and insightful and should not be less than 200 words**. The topic for each discussion forum will be related to the chapters or supplemental material designated in each section. A response of simply saying "I agree" or "hello" are not acceptable. **You will have to elaborate on your reply, support your position, or add insight on the topic at hand**. Remember to use the proper grammar and mechanics of writing at the college level. **Your discussion post is considered a writing assignment**, AVOID writing as if you are texting a friend. Show online courtesy when posting and replying to your classmates. **Make use of the 3CQ model in your replies: 3C (compliment, comment, connection), Q (question)**. There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page (<https://www.tamui.edu/distance/students/netiquette.shtml>) on Netiquette for further instruction.

Discussion & Replies: 120 pts (3 @ 40 pts)

Voice thread with video & Replies: There will be a total of **two (2) voice threads with a video** wherein you will **orally respond to a prompt and give a reply to one of your classmates**. The voice thread should be accompanied by a video where I can see you speaking. Speak clearly and loud enough to be understood so that your audience will have a good grasp of your discussion. Choose an environment where you will not be disturbed by noise or anything that can be distracting to your audience. Students will be required to participate in these forums as measured by a response on the VT prompt and a reply to **at least one student in the class**. The content of the response and reply will reflect the student's opinion, analysis, or observation regarding the topic. The voice thread on the assigned topics should be **2 minutes in length**. Write and practice your response to the prompt so that you will not be cut-off in the middle of a sentence. You should also give a substantive and insightful reply to one of your classmate's voice thread (with video), using the **3CQ model**. Your reply should also be with a video also (not just an audio reply). Follow the proper etiquette when giving your opinions and reactions to each other.

Voice Thread: 80 pts (2 @ 40 pts)

Quizzes: There will be a total of **ten (10) quizzes** upon completion of the course. The quizzes will consist of an estimated twenty (20) multiple choice & fill in the blank items that should be finished in **30 minutes**. There will be a quiz in every section of the textbook. The purpose of the quizzes is to ensure that you are reading the assigned material (not just the ppt slides) and understanding the content of each section of the textbook. Quizzes are given on Fridays to give you ample time to read the assigned sections of the text. **Each section is composed of 2-3 chapters**. Allot time to read and take down notes on the assigned sections.

Quizzes: 200 pts (10 @ 20 pts)

Article Summary and Reflection: Students will complete **four (4) article summaries and reflection** to provide an opportunity to write about topics related to human development. The articles should be **empirical research journal articles published within the last 5 years**. These papers will provide a writing practice for the final research paper. Being able to produce short summaries of research articles that are clear and well-organized, will help you in writing review papers, research proposals, and your own research articles. **Paraphrase the information** instead of using direct quotations. **Each paper should be at least 400 to 500 words in content (not including the title page and reference page), in APA format (Times New Roman, 12 pt. font, double spaced, 1 inch margins), and should have a title page (using the APA professional title page) and a reference page**. The article summaries and personal reflections will be on the topic chosen for the final research paper. **A screen shot copy of the article with corresponding marginal notes, which**

shows that a thorough reading and analysis of the article was done, should be copied and pasted at the end of the paper after the references section. Evaluation of this written assignment will be carried out based on the corresponding rubric found in the Blackboard Ultra course website.

Article Summary & Reflections: 200 pts (4 @ 50 pts)

Exams: There will be two (2) exams upon completion of the course, a midterm exam and a final exam. The midterm exam will cover the chapters presented before the midterm and the final exam will cover the chapters after the midterm (refer to the syllabus). The exams will be timed (1 hour) and consist of an estimated fifty (50) multiple choice items. Everyone will be taking the exam at the same time. If there will be a change in the date and time, it will be announced in the weekly announcements. The exams are designed to measure thorough comprehension of assigned material presented in the chapters of the book.

Exams: 200 pts (Midterm & Final Exam @100 pts each)

Research Paper: Students will complete a research paper on a topic related to human life span, growth, and development that is due the week before the final exam. The four (4) article summaries and reflection papers should help you with organizing your thoughts and ideas to come up with a well-written research paper. It **should not be** a compilation of the research article summaries, rather, there should be a cohesive flow of ideas on your paper. It should be a clear and well-organized research paper on the topic chosen at the beginning of the semester. The paper should be supported by outside research, such as a textbook and at least five (5) scholarly research articles including the 4 research summaries that you have finished. This writing practice will acquaint you with some of the basics of scientific writing. The content of the paper should be at least 5 pages (NOT including title page, abstract, and references page) in APA format (Times New Roman, 12 pt. font, double spaced, with 1 in. margins). There should be a minimum of 6 references supporting your research paper. Assessment of this written assignment will be carried out based on the Final Research Paper Rubric. The rubric can be found on the Blackboard course website. The final Research Paper will be submitted through a Turnitin drop box. Research papers that are not submitted through Turnitin and papers that generate excessive similarity (above 25%) will not be graded. Turnitin is web-based anti-plagiarism software that all students must incorporate into their submission process for all Article Summaries and Personal reflections, and the final Research Paper.

Research Paper - 100 pts

Total Possible Points: 1000 pts

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/26	Week 1: Introduction to the Course	Course Syllabus	8/27 Tues: Acknowledgement of Syllabus 8/28 Wed: Class Introductions 8/30 Fri: Research Topic submitted before 11:59 PM
9/2	Week 2: Section 1 The LifeSpan Perspective	Chapter 1 Introduction (pages 1- 48)	9/3 Tues: Discussion post 1 before 11:59 PM 9/4 Wed: Reply to at least 1 classmate before 11:59 PM 9/6 Fri: Quiz 1 (Chapter 1) submitted before 11:59 PM
9/9	Week 3: Section 2 Beginnings	Chapter 2: Biological Beginnings (pages 49-75) Chapter 3: Prenatal Development & Birth (pages 76 - 106)	9/10 Tues: Discussion post 2 before 11:59 PM 9/11 Wed: Reply to at least 1 classmate before 11:59 PM 9/13 Fri: Quiz 2 (Chapters 2 & 3) submitted before 11:59 PM
9/16	Week 4: Section 3 Infancy	Chapter 4: Physical Development in Infancy (pages 108 - 138) Chapter 5: Cognitive Development in Infancy (139-166) Chapter 6: Socioemotional Development in Infancy (pages 167-194)	9/17 Tues: Article 1 Summary & Reflection before 11:59 PM 9/20 Fri: Quiz 3 (Chapters 4, 5, & 6) submitted before 11:59 PM



9/23	Week 5: Section 4 Early Childhood	Chapter 7: Physical & Cognitive Development in Early Childhood (pages 196-227) Chapter 8: Socioemotional Development in Early Childhood (pages 228 - 260)	9/24 Tues: Voice thread 1 with video submitted before 11:59 PM 9/25 Wed: Voice thread reply with video to at least 1 post submitted before 11:59 PM 9/27 Fri: Quiz 4 (Chapters 7 & 8) submitted before 11:59 PM
9/30	Week 6: Section 5 Middle & Late Childhood	Chapter 9: Physical & Cognitive Development in Middle & Late Childhood (pages 261 - 296) Chapter 10: Socioemotional Development in Middle & Late Childhood (pages 297 - 330)	10/1 Tues: Article 2 Summary & Reflection before 11:59 PM 10/4 Fri: Quiz 5 (Chapters 9 & 10) submitted before 11:59 PM
10/7	Week 7: Midterm Exam Week	Chapters 1-10 of the Textbook	10/7 to 10/11: Review for the Midterm Exam 10/11 Fri: Midterm Exam (Chapters 1-10) at 7:00 PM
10/14	Week 8: Section 6 Adolescence	Chapter 11: Physical & Cognitive Development in Adolescence (pages 331-363) Chapter 12: Socioemotional Development in Adolescence (pages 364 - 396)	10/15 Tues: Core Curriculum Writing Assignment submitted before 11:59 pm 10/18 Fri: Quiz 6 (Chapters 11 & 12) submitted before 11:59 PM
10/21	Week 9: Section 7 Early Adulthood	Chapter 13: Physical & Cognitive Development in Early Adulthood (pages 397 - 427) Chapter 14: Socioemotional Development in Early Adulthood (pages 428 - 456)	10/22 Tues: Article 3 Summary & Reflection before 11:59 PM 10/25 Fri: Quiz 7 (Chapters 13 & 14) submitted before 11:59 PM
10/28	Week 10: Section 8 Middle Adulthood	Chapter 15: Physical & Cognitive Development in Middle Adulthood (pages 457 - 482) Chapter 16: Socioemotional Development in Middle Adulthood (pages 483 - 504)	10/29 Tues: Discussion 3 post submitted before 11:59 PM 10/30 Wed: Reply to at least 1 post submitted before 11:59 PM 11/1 Fri: Quiz 8 (Chapters 15 & 16) submitted before 11:59 PM
11/4	Week 11: Section 9 Late Adulthood	Chapter 17: Physical Development in Late Adulthood (pages 505 - 535) Chapter 18: Cognitive Development in Late Adulthood (pages 536 - 563) Chapter 19: Socioemotional Development in Late Adulthood (pages 564 - 588)	11/5 Tues: Article 4 Summary & Reflection before 11:59 PM 11/8 Fri: Quiz 9 (Chapters 17, 18 & 19) submitted before 11:59 PM
11/11	Week 12: Section 10 Endings	Chapter 20: Death, Dying, & Grieving (pages 589 - 612)	11/12 Tues: Voice thread 2 with video submitted before 11:59 PM 11/13 Wed: Voice thread reply with video to at least 1 post submitted before 11:59 PM 11/15 Fri: Quiz 10 (Chapter 20) submitted before 11:59 PM
11/18	Week 13: Final Research Paper Week	Article Summaries 1 - 4 Another Empirical Research Article (published within the last 5 years) Textbook	11/18 - 11/22: Work on your Final Research Paper 11/22 Fri: Final Research Paper due submitted before 11:59 PM
11/25	Week 14: Final Exam Review & Thanksgiving Holidays	Chapters 11- 20 of the Textbook	11/25 - 11/27: Review for the Final Exam
12/2	Week 15: Final Exam Review Week	Chapters 11- 20 of the Textbook	12/2 - 12/6: Review for the Final Exam
12/9	Week 16: Final Exam Week	Chapters 11- 20 of the Textbook	12/9 Mon: Final Exam (Chapters 11 - 20) at 7:00 PM

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:

1. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
2. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.

3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
 - *Caution:* Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail

accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiau.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to an “F”; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar’s Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Regular and Substantive Interaction (Note to Instructors):

The U.S. Department of Education (ED) has issued Regular and Substantive Interaction: Background, Concerns, and Guiding Principles which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. This ruling applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses. The Department of Education has the authority to audit courses and programs at institutions, like Texas A&M International University, with online offerings.

Be sure that your course provides for regular and substantive interaction between faculty and students, students and students, and students and content. (C-RAC, OSCQR, QM, SACSCOC, SC)

1. Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)
2. Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage/?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

Course Structure

This course is designed as a web-based undergraduate course via Blackboard. Your success in this course depends on **completing assigned lengthy readings** (using your textbook and PowerPoints as a guide), **engaging in online discussions**, as well as **completing quizzes, exams and all writing assignments**. Measurements will be based on your ability to synthesize knowledge gained from the readings and supplemental material. Student will need to complete ten (10) sections. All sections include chapters as divided in *Lifespan Development*. There will be discussions and a quiz for each section. There may also be supplemental readings or videos relevant to the topic(s) covered in the designated section.

This course is taught entirely online and it is the student's responsibility to ensure consistent access to Blackboard Ultra. You need to allot time in reading the materials and in taking down important notes about what you read. Time management and organization are the keys to your success in an online class.

Problems with personal computers are the responsibility of the student and are not acceptable excuses for missing any of the course requirements.

Learning at a distance may be a different environment for many of you. You will generally set your own schedule, participate in class activities at your convenience, and work at your own pace, but be keen about the due dates for all assignments. You may require some additional time online during the first few weeks while you become acclimated to the online format. You may want to incorporate these tips to help you get started:

- Within the first week, become familiar with the site and how to use it. A Student eLearning (Blackboard Ultra) Orientation is available via: <http://www.tamui.edu/distance/students/elearning-orientations.html>
- Set a day and time each week to check the course website for weekly announcement, due dates, and emails.
- Check for schedule changes due to OIT maintenance and other unforeseen situations beyond the professor's control.
- Use the Open Discussion Forum or collaborate with your peer(s) to discuss class content and questions that remain unclear.
- **Ask questions when you need answers OIT help desk 326-2310**

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Announcements are sent weekly. Check the announcements for important information and due date reminders for the assignments. Changes in schedule are also sent through the announcements. If you are in need of assistance or clarification, I prefer that you send your emails through the Blackboard messages so that I would know from which class you belong.

Assignments and Assessments

Feedback on the writing assignments are sent the week after the assignment submission. If there is a delay in checking your assignment, I will let you know in the weekly announcements.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

Respondus LockDown Browser (Free) and Monitor (\$15 fee) Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) is also available.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Scroll down to the *Instructional Technologies* section, and click on the *Respondus LockDown Browser* icon. Download is **free**.

Once Installed

1. Open LockDown Browser
2. Log into Blackboard Learn
3. Navigate to the test and begin

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Cost for Respondus Monitor

There is a **\$15 fee** for the webcam feature that's used with LockDown Browser (sometimes referred to as Respondus Monitor). This is a one-time fee, valid for 12 months (365 days) for all courses or exams that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature. Payment can be made with PayPal, Visa or Mastercard.

To pay for Respondus Monitor:

1. Start Respondus LockDown Browser.
2. Navigate to your test.
3. Complete the set-up process, which includes a payment screen for entering credit card information.
4. Payment and entering credit card information is only necessary one-time per course.

Guidelines

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Select a location where you won't be interrupted and no other person is with you.
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices
- Remain at your computer for the duration of the test, no time interruption is allowed.
- To produce a good webcam video, do the following:

- Avoid wearing baseball caps or hats with brims
- Ensure your computer or tablet is on a firm surface (a desk or table) – not on your lap, a bed, or other surface that might move
- If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Getting Help

- Several resources are available if you encounter problems with LockDown Browser:

The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues.

If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at elearning@tamiu.edu.

Webcam Checkout for Personal Computer If students are unable to use personal or borrowed computers and equipment, students may stop by the Instructional Technology and Distance Education Services office to check out webcams (with built-in microphones). The office is located at **Killam Library 259** (down the hall from the HelpDesk) and is open **Monday through Friday from 8 a.m. to 7 p.m.** Checkout for a webcam is on a first-come, first-service basis. Speak with an eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiu.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elearning@tamiu.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Rubrics

The Rubrics for Grading may be found under the Week 1 Course Content and in each writing assignment.

Late Work Policy

Late Submission Policy There are many learners with legitimate unforeseen circumstances and situations in every course; it may become necessary for you to miss a discussion posting or other course requirement along the way. **If a discussion post is missed, zero points will be awarded for that post (even if you reply to other learners while not posting your discussion).** If this is not a pattern in your course participation, a missed post will not significantly lower a grade. This lateness policy is intended to maintain a fair approach that does not require me, as your instructor, to subjectively evaluate your personal situations.

As noted above, quizzes, exams, and the final research paper will also have specific due dates. Only in the most extenuating circumstances will extensions be given for quizzes, exams, and final paper. Providing you or a significant other are ill, or in cases of medical/ psychiatric emergencies, or death of a loved one, or some other life-situation which prevents you from completing course work on time or submitting your final research paper, please immediately contact the instructor. It is the faculty's discretion to request written/verbal verification of the emergency.

Technical issues, computer problems, or simply forgetting are not considered valid reasons for late submissions.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

All writing assignments including the Research Topic, the Article Summaries and Reflections, the Core Curriculum Writing Assessment, and the Final Research Paper will be submitted through Turnitin. Turnitin is web-based anti-plagiarism software approved by the university. Refer to the information given above about the use of Turnitin in the Research Paper section of the Course Evaluation.

Proctoring

Proctoring will be done with the use of Respondus Lockdown and Monitor. Refer to the instructions on installing the Respondus Lockdown and Monitor above.

Accessibility and Privacy Statements on Course Technologies

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the Office of Disability Services for Students (DSS) via phone at 956.326.2230, online at <http://www.tamui.edu/wellness/disability.shtml>, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Accessibility statements of course technologies

<http://www.blackboard.com/accessibility.aspx>

<https://www.microsoft.com/enable/microsoft/mission.aspx>

<http://www.adobe.com/accessibility.html>

<http://softchalk.com/products/cloud/accessibility/>

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements.**

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.