HARRISBURG AREA COMMUNITY COLLEGE SYLLABUS
Department of Social Sciences – Psychology Discipline
LIFE CYCLE DEVELOPMENT – PSYC 209
SPRING 2018 – Crn # 36656 – Section # 506
Gettysburg Campus -- Room #147
Tuesdays and Thursdays, 9:45 - 11:00 am
January 16th through May 8th

Professor: David R. Bailey, M.S.
Main Campus Line: (717) 337-3855
On-Campus Extension: 113563
Off-Campus Direct Line: (717) 339-3563
e-mail: drbailey@hacc.edu

Office: GETTYSBURG CAMPUS
Room #910G-Upstairs (Faculty Offices)
Faculty Secretary: Tonya Heckman-Hann (717) 339-3506 (Internal Ext: 113506)

Scheduled Office Hours:
Tuesdays 11:30 am to 3:00 pm
Thursdays 11:30 am to 12:00 pm
Thursdays 5:00 pm to 6:00 pm
All Other Days/Times By Appointment
(Sometimes afternoon hours are affected by staff related meetings)

Prerequisites: Completion of General Psychology 101 with a grade of C or higher.

Manis, F. & Buckner, J. (2014) MyVirtualLife standalone access code

Collateral Reading: To be assigned in class.

Credits: 3

Catalog Course Description:
Overview of human development, covering the lifespan of the individual.
Includes integration of the basic concepts and principles of physical, cognitive, and psychosocial development at each major stage of life: prenatal, infancy, toddlerhood, preschool, middle childhood, adolescence, young adulthood, middle adulthood, and old age.
General Course Outline and Related Information:

I. Class/Course Objectives
   A. Describe development – including biosocial, cognitive, and psychosocial – as an ongoing set of process, involving continuity and change by using examples.
   B. Analyze different developmental events from different major theoretical perspectives and recognize these theories when used by others to analyze events.
   C. Explain how research contributes to the understanding of development and evaluate and use research findings to investigate a topic of interest to you.
   D. Recall important developmental concepts and be able to recognize and apply these concepts in various situations.

II. Class Learning Objectives Statement
   As a result of this course, students will demonstrate an understanding of the following: what development is, how a person develops, how changes affect the individual across multiple domains, and how development is influenced by society and other outside factors. These objectives are pursued with respect to a number of different theoretical orientations including but not limited to biological, psychodynamic, cognitive, behavioral, and socio-cultural perspectives. The course will explore the methods for studying human development and explore development from the physical, cognitive, personality, and social domains across the following stages of the life cycle: prenatal and birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death and dying.

III. 335 Course Learning Outcomes
   Upon successful completion of the course, the student will be able to:
   - Identify and distinguish the domains and periods of development from conception to death
   - Describe various research methods to study lifespan development
   - Compare and contrast how different theories of development explain changes related to physical, cognitive, social, and emotional development through the lifespan
   - Identify the specific genetic and environmental influences (such as socio-economic status, gender, race, ethnicity, English language learners, special needs, culture, religion, schools, media, peers, and family) on physical, cognitive, social, and emotional development
   - Describe variables underlying socio-economic status, racial, ethnic, and gender differences in lifespan development
   - Apply the developmental theories and specific research findings to current social and educational policies and events
   - Utilize primary literature to write essays, term papers, and/or complete other assignments
   - Properly cite and reference sources in current American Psychological Association (APA) style
IV. **Methodology**

Class lecture, discussion, overheads, power-point presentations, handouts, and visual aids will all be utilized at various times during the semester. Independent class work outside of scheduled class times will be necessary to be successful with class assignments and requirements. This may include but is not limited to library research, contact with the learning center, submission of your project to an online writing lab, and accessing the internet support sites whether at home or on campus. Some materials may only be available online and may not be presented in class. Class presentations may also be incorporated. Additional presenters/guest speakers may be incorporated, if possible.

V. **Readings**

Reading should always be done prior to the class/lecture. This will assist you in your ability to participate, discuss and further understand the material. Reading the assigned text is required and is necessary to comprehend much of the material.

VI. **Grading**

A. Grades will be based as follows:

<table>
<thead>
<tr>
<th>Maximum points possible</th>
<th>GRADING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>300 pts on section exams</td>
<td>900 - 1000* = A</td>
</tr>
<tr>
<td>(5 exams - 60 pts each)</td>
<td>800 - 899 = B</td>
</tr>
<tr>
<td>100 pts on the Portfolio Project</td>
<td>700 - 799 = C</td>
</tr>
<tr>
<td>100 pts on the MyVirtualLife Project</td>
<td>600 - 699 = D</td>
</tr>
<tr>
<td>280 pts on Chapter Quizzes* (Lowest 5 Dropped)</td>
<td>0 - 599 = F</td>
</tr>
<tr>
<td>(14 quizzes - 20 pts each)</td>
<td></td>
</tr>
<tr>
<td>220 pts on Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

B. Late assignments:

If you will be away when an assignment is due, the assignment MUST be handed in prior to the missed class unless explicit arrangements have been previously made. All late assignments will be penalized 20 points automatically prior to grading.

C. Additional grading consideration:

1. Bonus questions with bonus points will be available on each of the section exams and the final (see below).
2. Class participation (see below) may count favorably towards the final grade.
3. Additional extra credit opportunities may become available during the semester BUT ARE NOT GUARANTEED.

VII. **Counselor/Learning Center Referrals**

If a student is not earning a “C” or above by the time midterm grades are assigned, they are encouraged to meet with me during office hours and a referral may be made to one of the college counselors or the learning center to assist the student. A student may elect not to be referred, however, it is advisable to take advantage of this referral since the counselors and learning center staff are very helpful in assisting with many study related problems.
VIII. **Chapter Quiz (Online on D2L)**

To assess your learning and understanding of the material and to encourage regular reading of the material outside of class, short “Chapter Quiz” will be utilized throughout the semester. Each Chapter Quiz will cover only one chapter. They will be multiple choice in nature and available ONLINE through Desire2Learn (D2L). They will be 20 questions in length and you will have THREE attempts to get the best possible grade. Since the questions are randomized, no two quizzes will be exactly alike. The chapter quizzes will be due on the days the material is SCHEDULED to be covered in class and you will have until 11:59 pm to complete them. Since they are ONLINE, you will need to access them outside of class. Because they will be based on the chapter from the textbook, you can take the quizzes prior to class or after class, but they must be completed before the expiration time/date. NO MAKEUP QUIZZES WILL BE GIVEN. PLEASE MAKE SURE THAT YOU DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THEM. D2L issues are not an acceptable excuse for non-completion.

There are a total of 19 chapters in this textbook. The LOWEST FIVE (5) Chapter Quiz Grades will be dropped so only 14 grades will actually be used in the calculation of your final course grade.

ALL QUIZZES MUST BE COMPLETED INDIVIDUALLY – YOU ARE NOT PERMITTED TO WORK WITH OTHER STUDENTS ON THE ANSWERS. If you are caught working with others on these quizzes, all students involved will be removed from the course with an “F” grade.

IX. **Section Exams (IN-CLASS)**

All FIVE (5) Section Exams will focus on the MAJOR theories, concepts, and topics in the specific section that we have discussed in class. They are not comprehensive and are limited only to the material covered in the specific section. They will be multiple choice in nature and MAY contain short answer, matching, or fill-in-the-blank questions as well. These exams will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not be allowed to leave the classroom and then return to continue working on the exam. No exceptions will be made. You are only allowed ONE MAKE-UP EXAM per semester and you have one week from the original exam date to complete it. It will not contain any bonus questions.

X. **Final Exam (In-class)**

A comprehensive final will be given on the last day of class which will focus on the MAJOR theories of development as well as the MAJOR concepts that have been discussed throughout the semester. It will be multiple choice in nature and will cover the broad topic of development. This exam will allow you an opportunity to display your understanding of the major concepts in the field. You will be required to use a Scantron score sheet to record your answers to the multiple choice questions. Remember that all answers on the Scantron will be FINAL so please be sure to carefully and fully erase all stray marks or incorrect answers. When exams are given during class time, you will not
be allowed to leave the classroom and then return to continue working on the exam. NO EXCEPTIONS WILL BE MADE. Due to final grade deadlines, NO MAKEUP EXAMS will be given for the Final.

XI. **Make-up Policy**

There are NO make-up quizzes for the online quizzes. For Midterm Exams, make-up exams will only be given to those students who contact the instructor **BEFORE CLASS**, or if the student has made **prior arrangements** with the instructor. Make-up exams may be different than the standard exam. Bonus questions will not be included on any make-up exams. **Exams missed without an appropriate cause, or without instructor notification, cannot be made up.** All exams must be made up within **ONE** week of the original test date. You are allowed **ONLY ONE MAKEUP EXAM** a semester. **THERE WILL BE NO MAKE-UP EXAMS ALLOWED FOR THE FINAL.**

Appropriate notification for a make-up exam is:
1. Getting a message to the instructor via his mail box on campus or email.
2. Contacting the instructor directly via the numbers on this syllabus.
3. All contact must be PRIOR to start of class.

XII. **Portfolio Project**

The purpose of this assignment is to help you make meaningful connections between the course material, current research, and the "real world" by relating current information from professional journals, articles from mass media, and/or experiences to the textbook. To do this, you will need to find recent (no more than 5 years old) journal, magazine, and/or newspaper articles which illustrate pertinent developmental theories, phenomena, concepts, issues, or research findings, OR, conduct some interviews or observations of individuals (children, elderly individuals, health care workers, teachers, nursing home workers, etc.). Then, write brief descriptions or explanations of the articles (or your observations and/or interviews) and how they relate to the materials covered in the text, or in class. To help you think through the format for this assignment, I will provide an additional handout that explains the assignment in more detail and that contains the grading rubric that will be used for the assignment. Entries need to be completed bi-weekly (i.e. a **minimum** of 5 entries must be present in the final portfolio submission – less than this will result in a severe penalty) in order for you to complete the assignment on-time. Completing more than one entry every two weeks is acceptable. If you chose to complete an extra entry (for a total of six or more), then you will receive 10 points of bonus on your project’s final grade.

To ensure you are keeping up with your portfolio work and to give you some feedback on your work, I will collect portfolios at least once during the semester. I will let you know one week in advance when I will collect portfolios. The portfolio assignment counts for 10% of your final grade and is due no later than: **Thursday, April 5th.**

**NO LATE PORTFOLIOS WILL BE ACCEPTED!**

XIII. **MyVirtualLife Project**

The purpose of this assignment is to help you make a meaningful connection between the course material, your personal choices, and the "real world" by participating
in an interactive virtual simulation program. This program has two sections and you are required to fully complete BOTH for full credit. First, you will be required to participate in raising a virtual child. You will need to make choices in the child’s development and your choices will affect what developmental challenges you will need to face. Second, you will participate in exploring your own future adult life. You will need to make choices that will ultimately affect your development in the future. In each section you will need to complete all questions, both multiple choice and short answer essays, and your responses will be available for me to review online. Your grade on this assignment will be directly related to the amount of effort you spend thinking about, reflecting, and answering the questions presented, and on your ability to integrate what you have been learning in class to what is happening virtually to you and your child.

To explain this assignment further and to share the grading rubric, I will provide an additional handout which will contain necessary information that you will need to be successful. Upon completion of your online assignment, I also want you to submit a two to three page paper explaining what you have learned from the assignment as well as how your choices affected your developmental outcomes. The MyVirtualLife assignment counts for 10% of your final grade and is due no later than: 

Tuesday, April 24th.

NO LATE MyVirtualLife PROJECTS WILL BE ACCEPTED!

XIV. Class Participation and Attendance Points

Class participation is viewed as both active participation in, and preparation for class. It is also evaluated on the way assignments are handled and the care with which they are completed. Attention, attitude, and attendance also reflect one's participation in the course. Grading may be derived from your attendance and participation in class so your participation does have an effect on your assigned grades. In the event that participation is used for grading the following criteria will be utilized. If you attend all scheduled classes, you will receive 10 points of bonus on your final grade. You MUST sign the attendance sheet each class to get credit for attendance/participation for that day. If you leave early/arrive late, or if you are absent and unable to participate, no credit will be awarded. If you miss more than five classes during the semester, your grade will be lowered by 10 points, or you may be removed from the class roster for non-attendance.

XV. Attendance Policy

Students are expected to attend all classes and actively participate in all assignments and activities. If a student will miss more than two classes in a row, you must inform the instructor and discuss how you plan on making up the missed material. Attendance will be taken at all classes. Grading may be derived from attendance and attendance is interpreted favorably as part of class participation.

**** EXCUSED Absences: An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class. **YOU MUST NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS FOR IT TO BE AN EXCUSED ABSENCE.**

**** UNEXCUSED Absences: An absence that occurred for reasons that were: a)
within the student’s control to prevent, or b) not significant enough to reasonably prohibit attendance in class, even if uncontrollable. **IF YOU DO NOT NOTIFY ME BY PHONE OR EMAIL PRIOR TO CLASS THEN THE ABSENCE WILL BE CONSIDERED UNEXCUSED.**

**** EXCESSIVE Absences: **When unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course. IF YOU HAVE EXCESSIVE ABSENCES AT THE TIME OF THE SECOND CONFIRMATION OF ATTENDANCE, YOU WILL BE REMOVED FROM THE COURSE.**

Material missed due to **UNEXCUSED** absences will not be able to be made-up or will be severely penalized. It is in your best interest to let me know well in advance of schedule conflicts and prior to class in more emergency situations.

**REMEMBER:** Attendance is necessary for you to be able to fully understand the information presented and for you to get full credit for your assignments.

XVI. **Late Arrival/Leaving Early:**

It is expected that you arrive on time for all scheduled classes and stay for the full class until you are released. If you must leave early, you need to notify me prior to class so that you can be assured of getting any needed materials or assignments without disrupting the rest of the class. In addition, if a pattern of leaving early or arriving late is noted, I may request supporting evidence of your need to do so. If it is deemed unnecessary, you will not be able to make-up any missed assignments. This behavior is disruptive to both the other students and the instructional process.

XVII. **Academic Dishonesty Statement**

Academic Dishonesty will not be tolerated. It is **REQUIRED** that each student will be responsible for his/her own work. For example, in your research project, you are required to put the information you read into YOUR OWN WORDS, not use summaries from others, and to use proper APA formatting for all quotes and paraphrasing.

Acts covered under this policy include (but are not limited to) cheating, plagiarism, interference, copying another’s test, bringing in or looking at notes during a test, using electronic devices to send or receive exam related material, submitting a previously graded project or paper which was completed for a different class, submitting a purchased paper from the internet or someone else, incomplete or inaccurate citation of source materials whether deliberate or accidental, having someone else do your work for you, and/or knowingly assisting someone who engages in any of the above acts. In addition, **assisting another student on online-quizzes is considered cheating and is prohibited.** If you are seen helping someone else take a quiz, or if it reported that you have been doing so, disciplinary action WILL be taken.

If you do not know what constitutes plagiarism, please ask me, or please refer the Gettysburg Campus Learning Center, the school library, or class website for more information and explanations. Remember, anytime that you use ideas or words which are
not your own, you must cite or document the original source of this information.

For this class, if you are suspected of academic dishonesty, the following penalties will apply:

- As per college policy, all incidents of academic dishonesty will be
document and included in the student’s institutional records.
- For the first offense, you will receive a zero for the assignment or exam.*
- For the second offense, you will receive an “F” for the course.

*If you are found to have repeatedly violated this policy,
I reserve the right to remove you from the class on the first offense.

ASK YOURSELF… HOW DO I KNOW THIS INFORMATION?
WHO DESERVES THE CREDIT FOR THE IDEA OR THE WORK?

XVIII. Withdrawal Policy and Roster Reconciliation:

As of Fall 2016, the college no longer allows a student to withdraw from a class
up to the last day of class. All withdrawals from a class must be processed before 70% of
the course has been completed. The withdrawal date is posted on the college website.
Please click the following link or type it into your browser to see the last day to withdraw
for this class.

Information Regarding Add-Drop Deadlines
http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm

If you wish to withdraw from this class, please notify me so we can discuss your
options and how your choices can affect your financial aid. I hope that you will not need
to consider withdrawing from this course, however, if you must, here are the course
withdraw policies. You may withdraw from this course with a “W” grade by completing
the online withdrawal form through MyHACC anytime during the Drop/Withdrawal
period. If you have violated the academic dishonesty policy, I will change the “W” to an
“F” grade. After the Drop Period has ended, you will be assigned a grade based on the
grades you have earned in the course.

Periodically during the semester, the college asks faculty to review their class
rosters and to remove those students who never attended or have stopped attending and
participating. The purpose of this process is to minimize the student default rate for
student loans and to have an accurate account of student attendance and participation. If
you have excessive absences and are failing the class (have a current class average of less
than 50%) or have violated the academic dishonesty policy, you will be removed from
the class roster during the second confirmation of attendance and will be given an “F”.
An example of excessive absences is missing FOUR (4) or more classes in a row without
contacting me, and/or failing to attempt or complete at least FOUR (4) scheduled online
quizzes in a row.

XIX. Incomplete Grade Policy

If you fail to complete the required course work needed for this class by the end
of the semester, an incomplete grade form can be submitted if you notify me in advance
of your extenuating circumstances that require additional time. You will be given a total
of eight weeks into the following semester to complete the necessary course assignments
and an “I” will be assigned as your grade. If you fail to complete the assignments in this
time period, your grade will be changed to an “F”. Please discuss this option with me
should you have extenuating circumstances that keep you from completing the class work
on time. This must be done prior to the last week of class before the semester ends. Non-
completion of your portfolio OR MyVirtualLife projects by the due date is not
grounds for an Incomplete.

XX. Instructor Availability
I will be available by appointment or during my office hours. Students may also
reach me at my office phone, or by my e-mail address. I enjoy talking about psychology
and many related areas. If something interests you, set up a time and we can pursue it. If
you don’t understand something, or if you are lost, please see me. If I can’t help you,
maybe the Gettysburg Campus Learning Center, a peer, a peer tutor, or an academic
counselor can. Remember, talking to me is always to your advantage!

Please note that at times, I may have faculty related meetings scheduled and they
may interfere with scheduled office hours. I am usually on campus and if you contact me
ahead of time to let me know that you want to talk to me, I can make sure that I am
available to meet with you so that we can discuss your concerns or questions. Please do
not wait until it is too late to talk to me.

XXI. General Class Expectations, Requirements, Guidelines, and Penalties:
A. Expectations:

• Missing deadlines and excessive absences/lateness are unacceptable and will contribute
to a lower grade.

• In order to earn credit for a course, there must be successful completion of all
requirements in that course. If you are absent or late from class, it is your responsibility
to get lecture notes from a classmate and ask the instructor for handouts and materials.

• Students are responsible for meeting deadlines and bringing all required work to class for
discussion. All work is DUE the day it appears on the Course Calendar.

• Students are expected to submit written work following the standards of the assignment,
grammar, and spelling. All work must be typed, unless otherwise indicated by the
instructor. **ALL WORK THAT IS MULTIPLE PAGES MUST BE STAPLED OR
PLACED IN A BINDER FOR SUBMISSION.** Loose pages will not be accepted.

• **Cell phones are prohibited and should not be turned on in the classroom!** If you are
expecting a serious call (i.e. someone is hospitalized), let me know before class. **NO
TEXTING DURING CLASS.**

• Computer use that is NOT educational in nature or directly related to this class is
prohibited. During lectures and class discussions, computers are NOT to be used unless
you are taking notes. Violation of this rule will result in loss of this privilege for the
remainder of the semester.

• Students who are disruptive and/or whose actions prevent the instructor or other
classmates from achieving an optimal learning environment will be asked to leave the
classroom until the behavior is corrected. Examples (but not limited to): constant and/or loud chatter independent of classroom discussion or lecture; walking in late and in a manner disruptive to the concentration and work or the instructor and/or classmates; listening to music and or audio on the computer without headphones.

B. Class Discussions:

- This course explores the diverse opinions of many psychologists, authors and students. You’ll learn that ideas, even those questionable to you, can strengthen your own arguments…knowing both sides allows you to see all the sides of an issue!

- Everyone in my classroom is free to express ideas in an appropriate manner. Anyone who disrupts the learning environment with an attacking and/or disrespectful manner will be asked to leave the classroom.

- Please be respectful of others and treat the classroom as a professional work environment. Please avoid excessive use of abusive language during discussions and in the classroom, in general.

XXII. Accommodations:

If you need accommodations or have documentation regarding accommodations that you would like to share or discuss with me, you must stop by my office to discuss your needs. Please do not simply put any documentation in my mailbox, or attempt to give it to me in the classroom, or in the hallways. Your accommodations are individualized and confidential, and this is the only way I can make sure that you receive all of the necessary opportunities to be successful.

Do you have any cool videos, movies, graphics, research, resources, and/or news stories that you have run across during your day that you would like to share or you think may enhance the class?

IF SO, please email me the link with a brief explanation of how it relates to what we are talking about and maybe I can share that information with the rest of the class or use it in future semesters!

HACC COLLEGE HOMEPAGE:  www.hacc.edu or http://www.hacc.edu

Remember to check your HAWKMAIL account or have it forwarded regularly for important email messages!
OTHER HELPFUL INFORMATION:
Days of Operation and Hours vary, Please call for times or updates:

GETTYSBURG CAMPUS LIBRARY Phone: 717-339-3577
GETTYSBURG CAMPUS LEARNING CENTER Phone: 717-339-3521
GETTYSBURG CAMPUS TESTING CENTER Phone: 717-339-3535
CURRENT COLLEGE CALENDER Link: College Calendars
(http://www.hacc.edu/Students/CollegeCalendars/index.cfm)
CURRENT COLLEGE REFUND DATES Link: College Refund Dates
(http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm)
CURRENT REGISTRATION DATES AND DEADLINES Link: College Dates & Deadlines
(http://www.hacc.edu/Paying/DatesandDeadlines/index.cfm)

A General Guide to Access to the iTunesU Podcast Resources for HACC Classes

1st Go to: “http://www.hacc.edu/iTunesU.cfm” (HACC Webpage Link)
2nd Click on: “Enter Podcast Collections” link
(You may need to install iTunes software if you don’t already have it.)
3rd Click on: "yes" or "allow" for any windows warning messages
(This will open iTunes Software*.)
4th Click on: "Science and Medicine" link listed on the right side of the screen.
(Or, you can search for the class via my name.)
5th Click on: Icon for your course (just look for my name & your course name)

From here you can download specific lectures or subscribe to the podcast series and then every new podcast will be downloaded the next time you open up the iTunes software. While these recordings are a few years old, they are still fairly accurate to what you will hear in class. You can also look on D2L for more recent or current podcasts if your class is being recorded this semester.

*Please note: You must have iTunes software installed on your computer to use the recordings on iTunesU. This is a free download. If you need to install it on your computer, please go to the following site:

HACC College Delayed Schedule/Closing Procedure  
Due to Weather or Other Circumstances

Effective Fall 2015, HACC has revised the Delayed Opening Schedule for classes when weather or other incidents cause difficulties. One or more of the following messages will be communicated depending on the circumstances:

- HACC is operating on a delayed schedule at all campuses. HACC has cancelled all classes beginning prior to 7:50 a.m. Subsequent classes will start 10 a.m. and meet on a compressed schedule of 35 minutes each. Employees will report at 9:30 a.m. **
- All day classes are cancelled at all HACC campuses. Employees should not report to work. An update will be provided by 2 p.m. regarding classes scheduled to begin at 4:30 p.m. or later.
- HACC has cancelled all day and evening classes. Employees should not report to work.
- HACC will resume operations at 4 p.m. Classes beginning at 4:30 p.m. or later will meet on a normal schedule.
- HACC has cancelled all classes beginning at 4:30 p.m. or later. Employees should not report to work.

Please NOTE: Online classes operate as normal when campus operations are cancelled, unless otherwise specified.

************
** FOR THIS CLASS, IF YOU HEAR THAT HACC IS ON A DELAYED OPENING SCHEDULE, IT MEANS THAT OUR CLASS WILL START AT 10:45 A.M. AND END AT 11:20 A.M.

************

If a cancellation of class does occur, please check your HAWKmail for any UPDATES or changes in class assignments and schedules.

Faculty, staff, and students are encouraged to register for E2Campus to receive campus closing notices via text message or email.

To register, visit:  

Changes in HACC’s opening status will be communicated by means of:
- HACC Home Page [www.HACC.edu]
- Voice Mail
- TV: WHP, WHTM, WGAL, FOX, WLYH
- FM RADIO STATIONS: WTPA 93.5, WRBT 94.9, WLAN 96.9, WRVV 97.3, WYCR 98.5, WHKS 99.3, WQIC 100.1, WROZ 101.3, WARM 103.3, WNNK 104.1, WFRKZ 106.7, WGTY 107.7, HOT 92
- AM RADIO STATIONS: WKBO 1230, WLRB 1270, WGET 1320, WLAN 1390, WTCY 1400
- Or, you can receive text messages on your cell phone… through HACC’s e2Campus Emergency Notification system.
EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRA”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOA”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us

**HACC—Gettysburg**

**Campus**
Cathy Wilt, Coordinator
Disability Services
101 J
Phone: 717-339-3518
Fax: 717-337-3015
Email: cewilt@hacc.edu

**HACC—Lancaster**

**Campus**
Vicki Van Hise, Coordinator,
Disability Services
RM 221D
Phone: 717-358-2972
Fax: 717-358-2951
Email: vlvhanhis@hacc.edu

**HACC—York Campus**

Lori Shoemaker,
Coordinator, Disability Services
Leader Counseling/Advising Office
Phone: 717-801-3276
Fax: 717-718-7252
Email: rshoemak@hacc.edu

**HACC—Virtual Learning**

Carole Kerper, Director,
Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu

**HACC—Harrisburg**

**Campus**
Carole Kerper, Director,
Disability Services
Blocker 101E
Phone: 717-780-2614
Fax: 717-780-2335
Email: clkerper@hacc.edu

**HACC—Lebanon Campus**

Deborah Bybee, Coordinator,
Disability Services
D 316
Phone: 717-270-6333
Email: dabybee@hacc.edu
# PSYCHOLOGY 209 – SPRING 2018 TENTATIVE CLASS SCHEDULE

(Subject to change as necessary)

<table>
<thead>
<tr>
<th>DATES</th>
<th>READINGS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One – Jan 16</td>
<td>Introduction</td>
<td>Orientation &amp; Introduction</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week One – Jan 18</td>
<td>Chapter #1</td>
<td>An Introduction to Lifespan Development</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two – Jan 23</td>
<td>Chapter #2</td>
<td>The Start of Life: Prenatal Development</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two – Jan 25</td>
<td>Chapter #3</td>
<td>Birth and The Newborn Infant</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extra Credit Session</strong> – Library/Research Orientation -- Room 206 <strong>Friday, January 26th at 8:30 to 10:30 AM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Three – Jan 30</td>
<td>Review of 1st Stage of Life SECTION EXAM #1</td>
<td>Have you started your first portfolio entry yet?</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Three – Feb 1</td>
<td>Chapter #4</td>
<td>Physical Development in Infancy</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Four – Feb 6</td>
<td>Chapter #5</td>
<td>Cognitive Development in Infancy</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Four – Feb 8</td>
<td>Chapter #6</td>
<td>Social and Personality Development in Infancy</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Five – Feb 13</td>
<td>CLASS OVERFLOW DAY</td>
<td>Have you started your MyVirtualLife –Child yet?</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Review of Infancy</td>
<td></td>
</tr>
<tr>
<td>Week Five – Feb 15</td>
<td>Chapter #7</td>
<td>Physical and Cognitive Development in Preschool Years</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six – Feb 20</td>
<td>Chapter #8</td>
<td>Social and Personality Development in Preschool Years</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six – Feb 22</td>
<td>Review of Preschool Years SECTION EXAM #2</td>
<td>Are you keeping up with your virtual child assignments?</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven – Feb 27</td>
<td>Chapter #9</td>
<td>Physical and Cognitive Development in Middle Childhood</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven – Mar 1</td>
<td>Chapter #10</td>
<td>Social and Personality Development in Middle Childhood</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Week Eight – Mar 13</td>
<td>Chapter #11</td>
<td>Physical and Cognitive Development in Adolescence</td>
</tr>
<tr>
<td>Week Eight – Mar 15</td>
<td>Chapter #12</td>
<td>Social and Personality Development in Adolescence</td>
</tr>
<tr>
<td>Week Nine – Mar 20</td>
<td>CLASS OVERFLOW DAY</td>
<td></td>
</tr>
<tr>
<td>Week Nine – Mar 22</td>
<td>Review of Middle Childhood &amp; Adolescence SECTION EXAM #3</td>
<td>Don’t forget to start your MyVirtualLife – Adult!</td>
</tr>
<tr>
<td>Week Ten – Mar 27</td>
<td>Chapter #13</td>
<td>Physical and Cognitive Development – Early Adulthood</td>
</tr>
<tr>
<td>Week Ten – Mar 29</td>
<td>Chapter #14</td>
<td>Social and Personality Development – Early Adulthood</td>
</tr>
<tr>
<td>Week Eleven – Apr 3</td>
<td>Chapter #15</td>
<td>Physical and Cognitive Development – Middle Adulthood</td>
</tr>
<tr>
<td>Week Eleven – Apr 5</td>
<td>Chapter #16</td>
<td>Social and Personality Development – Middle Adulthood</td>
</tr>
<tr>
<td>Week Twelve – Apr 10</td>
<td>Review of Early &amp; Middle Adulthood SECTION EXAM #4</td>
<td>Are you still working on your MyVirtualLife – Adult!</td>
</tr>
<tr>
<td>Week Twelve – Apr 12</td>
<td>Chapter #17</td>
<td>Physical and Cognitive Development in Late Adulthood</td>
</tr>
<tr>
<td>Week Thirteen – Apr 17</td>
<td>Chapter #18</td>
<td>Social and Personality Development in Late Adulthood</td>
</tr>
<tr>
<td>Week Thirteen – Apr 19</td>
<td>Chapter #19</td>
<td>Death and Dying</td>
</tr>
<tr>
<td>Week Fourteen – Apr 24</td>
<td>CLASS OVERFLOW DAY</td>
<td>MyVirtualLife Paper Due</td>
</tr>
<tr>
<td>Week Fourteen – Apr 26</td>
<td>Review of Late Adulthood and the Final Stage of Life SECTION EXAM #5</td>
<td>YOU MADE IT!</td>
</tr>
<tr>
<td>May 1</td>
<td>COLLEGE READING DAY</td>
<td>Study Session for Final MAY be available</td>
</tr>
</tbody>
</table>
FINALS Week
May 3 or 8
Thursday OR Tuesday

FINAL EXAM

Exact day and time to be determined later

SOME FINAL THOUGHTS AND SUCCESS TIPS...

Sometimes Psychology can seem overwhelming or tediously obvious. Remember to look around you to see examples of what you’re learning in your environment and in your world. Sometime concepts may be difficult to understand or may require you to step beyond your comfort zone and to see alternate points of view that you may not always agree with. Remember that this class is not a therapy session and no confidentiality is implied or guaranteed. Use caution when sharing personal information. Even if you are only taking this class because you have too, look beyond the focus of what grade you want and look to see how your world and yourself has been effected by the developmental forces around you… How do you think these forces effected your parents, grandparents, or great grandparents? How do you think these forces will affect your children?

Remember that this college is interested in helping you succeed at your educational goals. Don't hesitate to approach the instructor or counselors with any problems you are experiencing. We will make a sincere effort to assist you. To be successful in this class you may want to consider the following suggestions:

- Review the textbook material BEFORE you come to class so that you are prepared for what we are about to discuss.

- Review the material we discussed in class AFTER class and before you go to sleep that night so that it is still fresh in your memory. Clear up any misconceptions or fill-in any blanks in your notes before you forget.

- Try to form a study group with a few other people in class. This makes studying more productive and often you will be able to learn from one another as well as from the class materials.

- Try to make connections to the real world with the information that you learning. How do the concepts related to what you already know or what you learned before?
Syllabus Contract Agreement/Info Form – Complete this about yourself and turn it in at the end of class.

Name:_____________________________ Nickname:_________________ Student ID #:_____________
E-mail:___________________________ Home Ph:_________________ Cell Ph:_________________
Address:________________________________________________________________________
Area of Study:_____________________ # Semesters of college:_________ Previous Psych Course?_______

What is your primary reason for taking this course? (circle all that apply)
A. Interest in topic
B. Requirement for major
C. Recommended by advisor/other faculty
D. General Education Fulfillment
E. Recommended by another student
F. Other (specify)_________________________________

What topic in general, or introductory, psychology interests you the most? Why?
____________________________________________________________________________________
____________________________________________________________________________________

What do you expect to learn from this course?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What are your hobbies, interests, and extracurricular activities?
____________________________________________________________________________________
____________________________________________________________________________________

What formal activities are you involved in college (e.g., athletic team, music, dance, on-campus jobs, etc.)?
____________________________________________________________________________________

What do you consider your academic strengths and challenges?
Strengths: ___________________________________________________________________________
Challenges: _________________________________________________________________________
(Ex: Strengths: interest in topic, like to read-Challenges: overextended, poor time management)

What is important to you for me to know about you?
____________________________________________________________________________________
____________________________________________________________________________________

Syllabus Statement of Understanding (Contract Agreement):
I have received and reviewed the Course Syllabus for PSYC209: Life Cycle Development course with David Bailey as my instructor. I understand that I am responsible for following the syllabus and all of the requirements set forth in it, and by remaining in the course, I agree to abide by the terms and requirements outlined in the document. I understand that my education is ultimately my responsibility.

Print Name_________________________________________ Student ID #________________________
Signature___________________________________________ Date__________________________