

**South Plains College**  
**Common Course Syllabus: PSYC 2314 (Lifespan Growth and Development)**  
**Fall 2021 – Sections 154 and 452**

<b>Department:</b> Behavioral Sciences	<b>Prerequisite:</b> TSI reading compliance for Online
<b>Discipline:</b> Psychology	<b>Available Formats:</b> conventional and online
<b>Course Number:</b> PSYC 2314	<b>Campuses:</b> Levelland, Reese, Plainview, Lubbock Center, Online, and Online Dual-Credit
<b>Course Title:</b> Lifespan Growth and Development	<b>Credit:</b> 3 <b>Lecture:</b> 3 <b>Lab:</b> 0

**Course Description:** Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

**Textbook:** *Lifespan Development: A Psychological Perspective*, Lally, M. & Valentine-French, S. (2017). This textbook can be accessed for free at the following web address: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

**This course partially satisfies a Core Curriculum Requirement:** Social and Behavioral Science Foundational Component Area (080)

**Core Curriculum Objectives addressed:**

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Empirical and quantitative competency skills**—to manipulate and analyze numerical data or observable facts resulting in informed conclusions
- **Social Responsibility**—to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes:** Students who have successfully completed this course are expected to be able to:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

**Student Learning Outcomes Assessment:** Andrea McCourt is the faculty member who is responsible for the assessment of the student learning outcomes. She will be sending a list of which SLOs will be assessed for each semester. There are 7 outcomes and these are rotated. Dr. McCourt is also the person responsible for entry of the data into Task Stream for documentation.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance. However, all courses will have multiple exams and written work that is designated by the instructor of record.

**Attendance Policy:** Students are expected to attend all classes in order to be successful in a course. For this online course, attendance will be based on a student completing work by the due date for each item. Due to South Plains College attendance policies, any student who fails to attend two consecutive weeks during the semester or fails to attempt a minimum of two major grades may be dropped from the course with an 'X' or 'F.'

*Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.*

*It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.*

**Plagiarism and Cheating:** Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Diversity Statement:** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

**Disability Statement:** Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

**Nondiscrimination Policy:** South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

**Title IX Pregnancy Accommodations Statement** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the

Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Campus Concealed Carry:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php> Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Syllabus Statement for COVID-19:**

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376

**SPC Bookstore Price Match Guarantee Policy:**

If you find a lower price on a textbook, the South Plains College bookstore will match that price. The difference will be given to the student on a bookstore gift certificate! The gift certificate can be spent on anything in the store.

If students have already purchased textbooks and then find a better price later, the South Plains College bookstore will price match through the first week of the semester. The student must have a copy of the receipt and the book has to be in stock at the competition at the time of the price match.

The South Plains College bookstore will happily price match BN.com & books on Amazon noted as *ships from and sold by Amazon.com*. Online marketplaces such as *Other Sellers* on Amazon, Amazon's Warehouse Deals, *fulfilled by Amazon*, BN.com Marketplace, and peer-to-peer pricing are not eligible. They will price match the exact textbook, in the same edition and format, including all accompanying materials, like workbooks and CDs.

A textbook is only eligible for price match if it is in stock on a competitor's website at time of the price match request. Additional membership discounts and offers cannot be applied to the student's refund.

Price matching is only available on in-store purchases. Digital books, access codes sold via publisher sites, rentals and special orders are not eligible. Only one price match per title per customer is allowed.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

**Instructor's Course Information:**  
PSYC 2314: Lifespan Growth and Development – Fall 2021

<b>Name:</b> Dr. Andrea McCourt	<b>Phone Number:</b> (806)716-2458
<b>Levelland Office:</b> Admin. Room 127 <b>Lubbock Center Office:</b> Room 120K	<b>Email Address:</b> <a href="mailto:amccourt@southplainscollege.edu">amccourt@southplainscollege.edu</a>
<b>Course Website:</b> Blackboard (southplainscollege.blackboard.com)	<b>Preferred Contact Information:</b> Because I teach on both the Levelland and Lubbock campuses, email is typically the fastest way to contact me.
<b>Final Exam Time:</b>  Students must take the final exam online in Blackboard during Finals Week (see course schedule for the exact dates)	
<b>Office Hours:</b> Mondays: 8:30 a.m. - Noon (Levelland Campus or virtual) Tuesdays: 8:30-11:00 a.m. (Lubbock Center or virtual) Wednesdays: 10:00 a.m. – Noon (Levelland Campus or virtual) Friday Office Hours by appointment (on campus or virtual)	

**Textbook Information:** Lally, M. and Valentine-French, S. (2017). Lifespan Development: A psychological perspective. This textbook can be accessed at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>. You can purchase a print version of the book at: <http://www.lulu.com/shop/martha-lally-suzanne-valentine-french/lifespan-development-a-psychological-perspective/paperback/product-24183108.html>

**CLASSROOM POLICIES:**

**Respect for Fellow Students:** It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age. All students will maintain respect for fellow classmates' personal beliefs, values, morals and life situations. In short, "Bigotry will not be tolerated." (Student Guide)

**Electronic Devices:** Cell phones must be silenced and put away while in the classroom. Devices used for note-taking are permitted, but should be used responsibly and must not create distractions for you or others. Headphones will not be allowed during class.

**Tardiness:** Please do your best to manage your time well and be on time to class. If you are tardy, please enter the room quietly and take a seat as close to the door as you can get. Being late to class is disruptive to your fellow classmates. Being late to class is disruptive to your fellow classmates and is therefore subject to the same consequences listed in the Disruptive Behavior policy.

**Disruptive Behavior:** Do your best to be respectful of others and their right to learn in a peaceful environment in all aspects of classroom behavior. Disruptive behavior includes, but is not limited to creating distractions, talking out of turn, talking with classmates during lecture, wandering in and out of class, chronically showing up late, chronically leaving early, or improper use of technology. “Failure to comply with lawful directions of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course.” (See Student Guide)

**Attendance & Administrative Drop Policy:** Attendance will be taken during each class meeting. Students will be responsible for material presented and discussed in class. Due to South Plains College attendance policies, any student who fails to attend two consecutive weeks during the semester or fails to attempt a minimum of two major grades may be dropped from the course with an ‘X’ or ‘F.’

**Academic Integrity:** See College Catalog “Offering the work of another as one’s own, without proper acknowledgement, is plagiarism...” For further information and examples please see [www.plagiarism.org](http://www.plagiarism.org). Handing in work that was submitted for completion of another course will not be permitted. Students found guilty of such academic dishonesty in any form will receive a zero the work in question and will be dropped from the course with an ‘F’ should a second offense occur.

**Late work:** Please note that it is the students’ responsibility to plan ahead to submit assignments on time. I do not typically grant extensions. If you are traveling, etc. and are unsure of your access to the internet, it is strongly recommended that you plan ahead and submit assignments and take quizzes early. If for some reason the Blackboard system is down and the class has trouble accessing the quiz (this is rare but has been known to happen) I will work with the class to create a new due date. The key is this: internet access is required for this course, if you are unsure of your potential access submit early! Generally, lack of internet access and computer issues are not acceptable excuses for late assignments.

At times, extraordinary circumstances may occur in student’s lives that impact their assignment submission. In these circumstances, course assignments (e.g., quizzes, written assignments, etc.) might be granted an extension from the instructor. Extensions are granted for extraordinary circumstances such as death in the family, illness, etc. If you feel your circumstance may warrant an extension, please contact the instructor within one week of the original assignment due date to request an extension. Please note that failure to plan ahead and allow time to complete a project does not usually warrant an extension. You are welcome to turn the assignment in late, it will just have a late penalty (please see the following paragraph for more information on the course late policy).

All assignments are considered late if they are not submitted by 11:59 PM CST on the day they are due. For each week that assignments are late, a 10% deduction in the overall grade for that assignment will be enforced. Assignments will not be accepted after two weeks past the original due date, except with instructor permission. Instructor permission will be granted at the instructor’s discretion only for extraordinary circumstances,

provided the student contacts the instructor within one week of the original discussion post due date to request the extension.

Assignments will not be accepted after the last official day of regular classes. Regular class assignments will not be accepted during the week of Final Exams.

**Methods for Assessing Expected Student Learning Outcomes:** Quizzes, writing assignments, midterm exam, final exam.

### **Student Access to Office 365**

Microsoft Office 365 is now available to all SPC students. Students will have access to email, file storage, and Microsoft Office applications including Word, Excel, PowerPoint, Access, Publisher, Outlook, Skype and OneDrive by logging into <https://office.com> or <http://portal.office.com/account/#installs> for more apps.

All new student correspondence will be sent to their new o365 email account (student1234@southplainscollege.edu) and also forwarded to their Gmail account that will remain active.



**COURSE ASSIGNMENTS/GRADING INFORMATION:****Online Discussion (200 points or 20% of overall grade in the course)**

The Online Discussion component of this course is comprised of weekly Discussion Questions (DQs) and is an important part of class. Most weeks there will be discussion related to the course material. The faculty member posts weekly main discussion questions for the class to discuss. Students are expected to respond to ALL Main DQs. As a general rule, Main DQ responses should be at least 150 words in length.

Online discussion is a very important part of online learning. Through your responses to weekly Main DQs, you will learn to integrate class material into your thoughts and learn more about how others view business research. Additional discussion with classmates and the professor help us all learn more about the material. As such, each week you are also expected to make at least 2 thoughtful and substantial responses to classmates.

I suggest that class members participate in the online discussion at least two times per week. It is a good idea to check in early in the week and again closer to Sunday (the last day of each week of class, except as noted in the Course Schedule). This assures that you are an active member of the class throughout the week and have ample opportunity to interact with other class members. Weekly Discussion will be closed at 11:59 p.m. Central Time on Sunday nights, unless otherwise noted below.

For each Main DQ, you will be graded on (1) your response to the question and (2) your responses to classmates' discussion of that same discussion question (at least two responses required per discussion question).

Weekly Online Discussion Will Be Graded as Follows:

Responses to Main DQs (worth up to 9.385 points per Main DQ) should:

- be made in a timely fashion that gives others an opportunity to respond
- include accurate information and be on topic
- be thoughtful, organized, and analyze the information and/or question
- Incorporate and cite information from the textbook, outside academic sources, credible websites, etc.
- utilize appropriate language, grammar, and spelling

Responses to Classmates' Postings (worth up to 6 points) should

- for each Main DQ, include at least 2 responses to classmates
- be constructive
- add to the overall value of the discussion (simply posting a statement of "I thought this week's ideas were neat" or "I agree") will not count towards your participation points
- utilize appropriate language, grammar, and spelling

**Quizzes (each quiz is worth up to 30 points for a total of 300 points or 30% of the overall course grade):**

There will be ten (10) quizzes over the assigned readings and course materials. Quizzes are designed to assess your understanding of the course materials. You will have the opportunity to take each quiz two times and keep your highest score.

All quizzes are taken in Blackboard and are timed. Once you start a quiz, you must complete it. You will not be able to log back into a quiz once you have opened it. Please make arrangements to take each quiz on a computer with a secure internet connection. You must take the quizzes individually.

Please see the course schedule for due dates. Generally speaking, you should expect to have one quiz most weeks that is due in Blackboard by 11:59 pm on Sunday evening.

**Writing Assignment (worth up to 100 points or 10% of the overall course grade):**

You will be required to complete a written assignment on a specific topic pertaining to course content. This assignment should be double-spaced with 12-point font and use 1-inch margins. Content of the assignment should be an in-depth explanation/ of the assigned topic. See Appendix A of the syllabus for a description of this assignment.

Including personal experience with the topic is optional, but it must be relevant to the topic if it is included and it should not be the main focus of the composition. Assignments must be typed and correctly submitted through Blackboard. Your composition should follow the guidelines of standard written English, and should follow basic essay format including an introduction, logical paragraph flow, and a conclusion. Papers cannot be submitted through email.

See Course Calendar for all specific deadlines. More specific instruction will be given in class during the semester.

**Adult Development Analysis (worth up to 100 points or 10% of the overall course grade)**

For this assignment, students will analyze a modern film that features adults at different life stages (emerging adulthood, young adulthood, middle adulthood, and late adulthood). This analysis involves viewing the film and completing Blackboard assignment related to the analysis. More details on this assignment will be provided in class.

**Midterm Exam (worth up to 100 points or 10% of the overall course grade)**

This online, objective (true/false, matching, multiple choice) exam will cover the material from the first half of the semester. This exam will be posted in Blackboard. Please remember you must take the Midterm in one sitting, you cannot start it and save it to finish later. You must take the exams individually. You must take the Midterm Exam during the week designated for the Midterm Exam. Late exams are only accepted for excused absences.

**Final Exam (worth up to 200 points or 20% of the overall course grade)**

This online, objective (true/false, matching, multiple choice) exam will be taken during the time allotted for final exams. This exam will be cumulative. This exam will be posted in Blackboard and must be taken during the time allotted for final exams at South Plains College. Please remember you must take the Final Exam in one sitting, you cannot start it and save it to finish later. You must take the exams individually and during the assigned time.

**Make-up exams:** Students should make every possible effort to take each exam on the scheduled date and time. If necessary, students may only take one make-up exam during the entire semester. If you will be missing an exam, you must inform the instructor at least 24 hours prior to the scheduled exam time. If students fail to notify the instructor 24 hours prior to the exam, the make-up exam will automatically be scheduled during finals week. If you fail to attend your scheduled make-up, your grade for that exam will be a zero, no exceptions.

**Grading Policy & Method of Evaluation:****Summary of Assignments**

<b>Assignment</b>	<b>Possible Points</b>
Online Discussion	200
Online Quizzes	300
Writing Assignment	100
Adult Development Analysis	100
Midterm Exam	100
Final Exam	200
<b>Total Points Possible =</b>	<b>1000</b>

Final Grades will be determined by calculating the total amount of points earned by you this semester. Using the scale below, your instructor will determine the corresponding letter grade.

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = 599 (or below) points

<b>TENTATIVE COURSE CALENDAR/OUTLINE</b>		
<b>Calendar Week/Dates</b>	<b>Course Topics and Assigned Readings</b>	<b>Assignments</b> <i>(due in Blackboard by 11:59 PM on Sundays unless otherwise noted)</i>
<b>Week One</b> Monday, August 30 – Sunday, September 5	Overview of Lifespan Growth and Human Development	Online Discussion
<b>Week Two</b> Monday, September 6 – Sunday, September 12	Introduction to Lifespan Development <b>READ:</b> Chapter 1	Online Discussion
<b>Week Three</b> Monday, September 13 – Sunday, September 19	Introduction to Lifespan Development <b>READ:</b> Chapter 1	Online Discussion Online Quiz over Chapter 1
<b>Week Four</b> Monday, September 20 – Sunday, September 26	Heredity and Prenatal Development <b>READ:</b> Chapter 2	Online Discussion <b>WRITING ASSIGNMENT DUE</b>
<b>Week Five</b> Monday, September 27 – Sunday, October 3	Birth <b>READ:</b> Chapter 2	Online Discussion Online Quiz over Chapter 2
<b>Week Six</b> Monday, October 4 – Sunday, October 10	Infant/Toddler Development <b>READ:</b> Chapter 3	Online Discussion Online Quiz over Chapter 3
<b>Week Seven</b> Monday, October 11 – Sunday, October 17	Early Childhood Development <b>READ:</b> Chapter 4	Online Discussion Online Quiz over Chapter 4
<b>Week Eight</b> Monday, October 18 – Sunday, October 24	Middle/Late Childhood Development <b>READ:</b> Chapter 5	Online Discussion Online Quiz over Chapter 5
<b>Week Nine</b> Monday, October 25 – Sunday, October 31	Midterm Exam	<b>MIDTERM EXAM</b>
<b>Week Ten</b> Monday, November 1 – Sunday, November 7	Adolescent Development <b>READ:</b> Chapter 6	Online Discussion Online Quiz over Chapter 6

<b>Week Eleven</b> Monday, November 8 – Sunday, November 14	Development During Emerging and Early Adulthood  <b>READ:</b> Chapter 7	Online Discussion  Online Quiz over Chapter 7
<b>Week Twelve</b> Monday, November 15 – Sunday, November 21	Development During Middle Adulthood  <b>READ:</b> Chapter 8	Online Discussion  Online Quiz over Chapter 8
<b>Week Thirteen</b> Monday, November 22 – Sunday, November 28	Development During Late Adulthood  <b>READ:</b> Chapter 9	Online Discussion  Online Quiz over Chapter 9
<b>Week Fourteen</b> Monday, November 29 – Sunday, December 5	Development During Adulthood	<b>ADULT DEVELOPMENT ANALYSIS (submitted as a Blackboard Quiz)</b>
<b>Week Fifteen</b> Monday, December 6– <b>Thursday, December 9</b>	Death and Dying  <b>READ:</b> Chapter 10	Online Discussion  Online Quiz over Chapter 10
<b>Final Exam Week</b> <b>December 13-16</b>		<b>The Final Exam will be taken online between December 13-15</b>

**IMPORTANT DATES:**

First day of class	August 30
12th class day (non-attending students will be dropped)	September 15
Fall Break – All Campuses Are Closed This Day	October 15
Thanksgiving Break	November 24-26
Last day to drop/withdraw from a class	December 2
Final Exams Week	December 13-16

**APPENDIX A – Description of the Writing Assignment  
(this information is also posted in the Blackboard Classroom)**

This assignment should be at least 1 page (roughly 250 words), but not exceeding 2 pages (roughly 500 words) in length. I do not take points off if you go over 2 pages, but you should try to limit this assignment to 2 pages or less. All papers should be double-spaced with 12-point font and use 1-inch margins.

Chapter One of the textbook covered the issue of Nature versus Nurture. This issue is discussed on page 15 of the textbook. The following resources also contain good information about this issue:

<https://youtu.be/0mKvYic-4Do>

<https://youtu.be/k50yMwEOWGU>

<https://www.verywellmind.com/what-is-nature-versus-nurture-2795392>

In this assignment, you will discuss your opinions regarding this issue. Before you start writing, you need to decide which factor has the largest influence on human development. In other words, you need to decide if NATURE has a larger influence or if NURTURE has a larger influence. This opinion will become the THESIS STATEMENT (main argument) of your paper. For example, if I believe that nature is the largest influence on development, one possible thesis statement would be “This paper will outline the reasons that I believe that nature/genetics/heredity has the strongest influence on human development”. After you have made your decision about which is the stronger influence (nature or nurture), you should identify **two** arguments/examples/ideas that support your opinion. The following is a suggested outline for your paper. Please feel free to use the subject headings (Introduction, Supporting Idea One, etc.) in your paper.

### **INTRODUCTION**

The first paragraph should describe the overall issue of nature versus nurture. Pretend you are describing this issue to someone who is hearing it for the first time. The last sentence of this paragraph should be your thesis statement.

### **SUPPORTING IDEA ONE**

The second paragraph should discuss the first supporting argument/idea. This supporting argument should describe WHY you selected either nature or nurture as the strongest influence. It is fine to use examples as part of this.

### **SUPPORTING IDEA TWO**

The third paragraph should discuss the second supporting argument/idea. This should be a completely new supporting argument should describe WHY you selected either nature or nurture as the strongest influence. It is fine to use examples as part of this.

### **SUMMARY**

The last paragraph is the conclusion. In this paragraph you should restate a definition of the overall issue of nature versus nurture. You should also briefly summarize your opinion and supporting ideas.