



Psyc 2314 Human Growth and Development

Course Syllabus: Fall 2017

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-4:30pm	1:30-3:00pm		1:30-6:00pm		

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): 3 credit hours.

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Lecture/Lab/Clinical: Three hours of lecture each week.

This course is designed for students who wish to learn more about the study of human growth, development, and behavior, while considering the impact of physical, intellectual, social, and emotional aspects of growth from conception to death.

Students will gain a better understanding of the study of human growth from conception to death, acquire a basic knowledge of human development and develop a familiarity with psychological terms. (Fall, Spring, Summer)

Required Textbook(s):

Berk, L.E. (2014). *Development through the Lifespan, 7th ed.*

Publisher: Pearson

ISBN Number: 978-0-13-441969-5

Recommended Reading(s):

Student Learning Outcomes:

Upon successful completion of this course, students will:

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.

Lectures and Discussions:

- Week 1 Introduction/Biological and environmental foundations
- Week 2 Prenatal development, birth, and the newborn baby
- Week 3 Physical development in infancy and toddlerhood
- Week 4 Cognitive development in infancy and toddlerhood
- Week 5 Emotional and social development in infancy and toddlerhood
- Week 6 Physical, cognitive, emotional, and social development in early childhood
- Week 7 Physical and cognitive development in middle childhood
- Week 8 Emotional and social development in middle childhood
- Week 9 Physical, cognitive, emotional, and social development in adolescence
- Week 10 Physical and cognitive development in early adulthood

- Week 11 Emotional and social development in early adulthood
- Week 12 Physical, cognitive, emotional, and social Development in middle adulthood
- Week 13 Physical and cognitive development in late adulthood
- Week 14 Emotional and social development in late adulthood
- Week 15 Death, Dying, and Bereavement
- Week 16 Final examination

Course Goal:

The primary goal of this introduction to the study of human growth and development is to emphasize that development is lifelong, multidimensional, multidirectional, plastic and impacted by context. The course will introduce a diverse array of theories in the field and the strengths and weaknesses of each.

This class will emphasize development of critical thinking skills and prepare the students to write professionally.

Course Expectations:

To complete this course successfully, you should do the following:

- Read all of the textbook assignments.
- Complete the Learning Objectives for each chapter.
- Participate in the course activities.
- Complete exams and quizzes.
- Prepare and submit all writing assignments.
- Complete the self-improvement requirements.

Evaluation/Grading Policy:

Grades

Grades will be computed as follows:

Six Observations:	= 300 points
Four exams:	= 400 points
Two quizzes:	= 100 points
Objective sets:	= 50 points
Self-improvement:	= 90 points
Empirical data sets:	= 100 points

Points	Grade
936-1040	= A
832-935	= B
728-831	= C
624-727	= D
BELOW 623	= F

Tests/Exams:

There will be 2 quizzes and 4 exams over the textbook: All quizzes and exams will be in a multiple-choice format with possibly one essay question on each. **If you should miss an exam or quiz, there will be no make-up.** The first quiz will cover chapters 1 and 2 and will be worth 50 points. The second quiz will cover chapter 19 and will be worth 50 points. The regular exams and final exam will each count 100 points. The final exam will be comprehensive and may be taken to replace the score on one previous exam. Dates listed on calendar.

There will be two SLO quizzes. Both quizzes will have 30 multiple choice items and be worth 30 points each. The first quiz will cover chapter 2 (Scientific methods). The second quiz will be comprehensive and cover the entire course. Dates listed on class calendar.

Assignments:

You will be expected to bring the answers to the learning objectives in written form for each chapter on the day we cover that chapter. These **learning objective sets** will be your homework/participation grade and can be found in blackboard. Each of these objective sets could be worth 5 points at the instructor's prerogative for a total of 50 points.

There will be **self-improvement** grades: Syllabus quiz worth 10 points, APA Quiz worth 16 points, Office visit to review first Quiz worth 5 points, Office visit to review each of the 4 exams worth 5 points (20 pts total), office visit to review first and second Observation Papers worth 5 points each (10 points total) (all reviews should be completed within 1 week of grade being posted on Blackboard), and a comprehensive SLO quiz worth 30 points.

Writing Assignments:

There will be 4 **empirical data sets** that as a class you will generate by answering survey questions. Individually you will be responsible for analyzing, graphically depicting and discussing the importance of the data as it impacts development. Each empirical data set will be worth 25 points. These papers should be typed, double spaced, written in 3rd person, in complete sentences and cited correctly. You may hand draw the graphs. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

There will be 6 **Observations papers** each will be worth 50 points. One observation paper from 6 of the 7 major age periods: infancy and toddlerhood (ch. 4, 5 & 6), early childhood (ch. 7 & 8), middle childhood (ch. 9 & 10), adolescence (ch. 11 & 12), early adulthood (ch. 13 & 14), middle adulthood (ch. 15 & 16) and late adulthood (ch. 17 & 18). If you write all 7 papers, I will only count the 6 highest scores toward your total points. These papers should be typed, double spaced, written in 3rd person, in complete sentences and cited correctly. **Late papers will lose 20 percentage points and will not be accepted later than 1 week after the due date.** Due dates listed on calendar. **Always put your section on every paper submitted.**

Other Course Requirements:

Attendance/Participation Policy

Class attendance is required. If you miss a class, you will be responsible for information covered/discussed that day. The instructor will not repeat the lecture. Most classes will include exercises and activities designed to increase your understanding of the material.

You should also check your NTCC email account daily. This email account will be the official form of communication for this course. Your email address is your first initial + your last name + the last three digits of your SSN. If you do not have a social security number, use the last three digits of your birth year. Your password is your birthday in the form of mmddyyyy (Ex: May 8, 1992 would be 05081992). Once you are logged in to the MyEagle portal, you can access your email by clicking on the Gmail icon. A good suggestion is to set up your email on your phone so that you will not miss important messages about the course.

Late Work Policy:

Students are to submit assignments on or before the stated due date/time. Late assignments will only be accepted at the instructor's discretion and will not receive full credit. Emergency situations will be handled on an individual basis.

Plagiarism:

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy another author's sentences or words. Usually this results in an automatic grade of "F" for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. **If you use another person's words, phrases, sentences, even if you are paraphrasing, you must cite the source**

Student Responsibilities/Expectations:

Computer Requirements:

You must have access to a computer to take this course. Your computer needs to have Windows XP SP3 or later or MAC OS X10.3 or higher. You will need Office 2003 or higher, and you will need broadband internet access. You can check your operating system by right clicking on the My Computer icon on the home screen. You can check your word processing program by going to Start and clicking on All Programs. You will find your Office program there. If you do not have a personal computer, computers are available for your use in the Learning Commons building.

Withdrawal Policy/Date:

It is your responsibility to drop a course or withdraw from the college. If you stop attending the course without withdrawing, you will still receive a grade, whether passing or failing.

Diversity:

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, et cetera, will not be tolerated.

Other Course Policies:

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College 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 request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.