



Instructor: Meredith Joubert, M.S.

Email: please email me through Blackboard email

Human Growth and Development PSYC 2314 Spring 2018

COURSE DESCRIPTION

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 maturity as it relates to development. Students will gain a better understanding of the study of human growth from conception to death, acquire a basic knowledge of human development as it relates to physical, psychological, emotional, and social aspects of life, and develop a familiarity with psychological terms.

TEXTBOOK

Berk, L. E. (2014). *Development through the lifespan* (7th ed.). Boston, MA: Allyn and Bacon.

GENERAL COURSE REQUIREMENTS

1. You must have access to the Internet and email on a daily basis. If you do not have reliable and consistent internet access, you will need to withdraw from the course.
2. You must also have a copy of the **current** edition of the textbook for the semester.
3. It is your responsibility to check your class calendar and know when assignments are due and submit them on time. I will not tell or remind you that it is time to turn something in.
4. Reading assignments are listed in the course outline. Please read the assigned reading **BEFORE** the week of discussion on that topic.
5. You will have chapter assignments each week in the form of discussions and short activities. These assignments and discussions will be due the following Monday by 11:59 pm. Weekly chapter work (assignments and discussions) received past 11:59 pm will be considered late and **will receive a zero**. Points will not be given for chapter assignments and discussions that are received late. Two minutes late due to a slow computer or bad internet connection will not be excused and will receive a zero.
6. You will also have major writing assignments in the form of observation papers. The due dates for these assignments are on your course calendar. They may be received **up to one**

week past the due date for 10 points off your grade. After one week, they will no longer be accepted for a grade and you will earn a ZERO for that assignment.

7. You must read all discussion posts from all students each week. You will be required to respond to at least two students within each discussion. Please try to post your own posts by Wednesday of each week to allow your classmates plenty of time to comment and for a conversation to get started.
8. All assignments that are submitted MUST be in .doc, .docx, .rtf, or .pdf format. Formats other than this will NOT be accepted. Please submit your assignments through the Blackboard learning modules. Please do not submit assignments to my NTCC email address.
9. Anyone who desires to withdraw from the class must formally withdraw from the class in the Registrar's office. Otherwise an F for the course will be given if you simply stop attending class. If you miss more than 3 class assignments or get behind in your online coursework, you should consult me before withdrawing. If at any time you are concerned about your grade, you are encouraged to speak with me about ways to improve your study skills and bring up your grade.
10. If you have any questions regarding class assignments or about material from the book, you are to post the questions on the discussion board in Blackboard. However, if you have a personal question, please email me rather than use the discussion board.
11. Active class participation is expected. Class activities will include exercises and hands-on activities designed to increase your understanding of the material. Please be active in the discussion board. Answer questions that your classmates have posted. Help each other.

COMMUNICATION

Please send all emails through Blackboard email. If Blackboard is down, you may email me at mjoubert@ntcc.edu. Please use my NTCC email only if Blackboard is down.

You should check into Blackboard often during the week to keep yourself updated on information. I will often send class news by Blackboard email, so make sure you check your email regularly. I will return emails within a 24-hour period except weekends or holidays. I will return emails sent over the weekend on Monday.

The majority of our class communication should be in the discussion board under the appropriate topics. Post your questions and start conversations about the material. Help your classmates by answering their questions. Use private email when you have a question about your grade or want to tell me information you do not wish to share with everyone. Please do not send group emails to everyone; post those questions in the discussion board.

You may use the chat rooms for study groups. Post in the discussion board that you want to have a study group with your classmates. Arrange a day and time for you to all meet there and discuss the material.

As a last resort, you may also contact me through the secretary for the M/S building at 903-434-8292.

COURSE ASSIGNMENTS

Chapter Assignments and Discussions: Your chapter assignments can be found for each week in the "Modules" on the home page. Then click on the chapter for that week, then "Learning Activities and Assignments". These assignments must be completed and received by 11:59pm the following Monday regardless of holidays or time off. For example, **the assignments listed for January 15 should be started on January 15 and turned in by 11:59pm January 22.** All chapter assignments and discussions must be completed and submitted on time. Points WILL NOT be given for late chapter assignments and discussions. You will earn a zero for these items that are received past 11:59pm.

Chapter assignments will include exercises and hands-on activities designed to increase your understanding of the material. These should be submitted using Blackboard. Please do not email them to your instructor using NTCC email unless you are having difficulty accessing Blackboard.

When a discussion question has been assigned, you must post your own answer in the Discussion Board feature on Blackboard. It should be well-written, in paragraph format just like a short essay. Use correct spelling and grammar. In addition to posting your own answer, you must also **reply to at least two different classmates.** In your reply, you might tell them whether you agree or disagree with them and why, ask them questions about what they said, answer a question that they asked, debate them, challenge them, etc. Simply saying that you agree doesn't count. Just please remember to be respectful in your comments – NO bashing allowed! Make sure you go back after you have posted your response to read your classmates' comments so you don't miss anything. I encourage you to take the discussion questions seriously. They are not "busy work"; it is the best attempt at creating a traditional classroom environment where we would all be interacting with each other. Your grade will also be based on the quality and quantity of your responses and replies.

Your participation is even more important in an online course than in a traditional on-campus class. **Active class participation is expected.**

Exams: There will be 5 exams. All exams will be 100 multiple-choice questions and will each count 100 points. They will all be taken online from any computer. You do not have to take them on campus. **Exam questions will come from the textbook and the online chapter notes that are in Blackboard.** You can find the notes in the "Chapter Notes" section. You will have 1 hour and 20 minutes for each exam. You **MAY NOT** use your textbook, notes, or any additional resources for exams. You are asked to be honest and allow this testing to be based on your knowledge just as if you were in a classroom situation taking an exam. Once you open the exam, your time begins and you may not start and stop the time. When your time is over, you will not be allowed to continue. It is best to make sure you are not interrupted and can have the entire 1 hour and 20 minutes to complete the exam without disruption. It is also best to save every answer as you finish each question. Should there be a computer problem, it will be indicated on your computer and you will need to discuss this with me to make special arrangements to complete your exam. This is allowed only in very specific situations.

If you miss an exam for any reason, you will be required to take a make-up exam and will receive a 10 point penalty on your exam score. It is the student's responsibility to contact the instructor to schedule the make-up exam. The make-up must be taken within one week of the regularly scheduled exam, unless prior arrangements have been made. Any missed exam that is not made up within one week of the original test date will receive a grade of zero. There will be no exceptions to this policy. Exams **may not** be made up after one week of their original due date.

Observations: Three observations and reports are required for every student in this course. Each observation is valued at 100 points. You are **NOT** to go to a school (public or private) to complete your observation. Observations must be from each of the following designated stages:

1. Observation #1: Infant or toddler (0-2)
2. Observation #2: Early Childhood (3-5) or Middle childhood (6-11)
3. Observation #3: Adolescence (12-18) or Early adulthood (19-40)
4. Observation #4: Middle adulthood (41-65) or Late adulthood (65+)

You may complete all 4 observation papers and I will drop your lowest observation grade as only 3 observation grades will count.

A handout is posted in Blackboard on our course homepage under "Observations Documentation". In this tab you will find detailed instructions that explain more about this assignment, along with ideas and consent forms. I have also included the same information at the end of this syllabus.

Observation papers may be turned in up to one week late with 10 points off the grade.

GRADING

All assignments must be turned in on time. Your grades will be posted on Blackboard in "My Grades". Weekly chapter assignments and discussions will be graded and posted within 72 hours of their due date. Other assignments will be graded and posted within 2 weeks of their due date.

Chapter assignments and discussions **may not** be turned in late. They will receive a zero. Observation papers may be turned in up to one week late with 10 points off the grade. Exams may be taken up to one week late with 10 points off the grade.

Grades will be computed as follows:

Observations (3)	= 45%
Daily Assignments	= 30%
Exams	= 25%

The grading scale below will be used to determine your final grade.

<u>Percentage</u>	<u>Grade</u>
100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
BELOW 59%	= F

Extra credit is not provided in the course. If you are not making the grade that you hoped for, please talk to me and I will try to give you ideas that may help bring up your grade. I will not, however, provide any additional assignments that you could complete to bring up your grade. I do not grade on a curve and I do not throw out any assignments or exam questions.

Even though I do not offer any extra credit in this course and will give you only a few opportunities to earn bonus points, I will give you a chance to earn a few bonus points right now. If you send me an email titled "Syllabus" and tell me five things you learned about this course from reading your

syllabus, I will give you 10 bonus points. But you must send me this email during the first week of class in order to earn these points.

FINAL REMINDERS

Please remember: all assignments are always due by 11:59pm the following week regardless of holidays or time off. Items are considered late if they are not received by 11:59pm the following Monday. I take the time very seriously, so turning things in even a few minutes past 11:59pm will be considered late. Observation papers will lose 10 points off the grade if they are turned in late. **No weekly chapter work (submitted assignments, emails, worksheets or discussion work) can be accepted late**, therefore you will earn a zero for those items submitted late. Keep in mind that computers often malfunction and email and the internet often go down, so I encourage you not to wait until the last minute to submit your work or complete your exams. **Computer troubles will not be accepted as an excuse for late work.**

SERVICE LEARNING CLASS

You may also choose to sign up for a Service Learning class listed as PSYC 2389. A major focus in this course is to help you understand the science of how behavior, mental processes, and socialization develop in a person's life. By taking part in a project that is centralized in a community setting, you will be able to develop insights that you cannot get just by reading a textbook or listening to lectures. Other students who have taken advantage of this opportunity have reported back that the experiences were well worth the time and effort and that their cultural and civic pride was heightened. Likewise, many students have made career decisions based on their experiences in the community. Many of you are going into one of the helping professions and a Service Learning class will increase the importance of knowing that we need to give back to the community above and beyond college, employment, membership in civic and social organizations, and so on. Contact John Coleman, the Coordinator of Service-Learning, jcoleman@ntcc.edu for more information about community sites and classes.

CORE CURRICULUM PURPOSE AND OBJECTIVES

Through the core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning.

Courses in the foundation area of social and behavioral sciences focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Core Curriculum Objectives for the social and behavioral sciences:

Critical thinking:

CT1: Students will demonstrate the ability to 1) analyze complex issues, 2) synthesize information, and 3) evaluate the logic, validity, and relevance of data.

CT2: Students will demonstrate the ability to 1) make informed decision, 2) arrive at reasoned conclusions, 3) solve challenging problems, and 4) use knowledge and understanding in order to generate and explore new questions.

Communication Skills:

- CS1: Students will effectively develop, interpret and express ideas through written communication.
- CS2: Students will effectively develop, interpret and express ideas through oral communication within a specific timeline.
- CS3: Students will effectively develop, interpret and express ideas using visual communications components.

Empirical and Quantitative Skills:

- EQS1: Students will manipulate numerical data or observable facts by organizing and converting relevant information into mathematical or empirical forms (e.g. equations, graphs, diagrams, tables, or words).
- EQS2: Students will analyze numerical data or observable facts by processing information with correct calculations, explicit notations, and appropriate technology.
- EQS3: Students will draw informed conclusions from numerical data or observable facts that are accurate, complete, and relevant to the investigation.

Social Responsibility:

- SR1: Students will demonstrate understanding of intercultural competence.
- SR2: Students will demonstrate knowledge of civic responsibility.
- SR3: Students will demonstrate the ability to engage effectively in regional, national, and global communities.

STUDENT LEARNING OUTCOMES (SLO'S)

Students enrolled in Psychology 2314 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.

OFFICIAL POLICIES**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.

Honesty Statement

Students are expected to complete all coursework 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. A ZERO WILL BE GIVEN FOR ANY WORK THAT IS PLAGIARIZED. A ZERO WILL ALSO BE GIVEN FOR COLLUSION AND COPYING OF ANOTHER'S WORK.**

ADA Statement:

It is the policy of Northeast Texas Community College 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 arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the Northeast Texas Community College Catalog or Student Handbook.

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.

Tobacco Use Policy (Smoking)

The College District prohibits the use of any type of tobacco products, including electronic cigarettes, on College District grounds and in College District buildings, facilities, and vehicles in order to provide students, employees, and visitors a safe and healthy environment. This prohibition shall also apply to spaces leased by the College District. The use of tobacco products, including electronic cigarettes, shall be permitted in designated areas and private vehicles parked on College District property provided any residue is retained within the vehicle.

WAYS TO BE A CRITICAL READER

Critical thinking will also be stressed in this class. Critical thinking includes:

- ◆ Define the problem
- ◆ Avoiding emotional reasoning ("If I feel this way, it must be true!")

- ◆ Considering other interpretations
- ◆ Tolerating uncertainty
- ◆ Question – Be skeptical. Don't believe everything you hear or read. Ask questions: be willing to wonder
- ◆ Know the source of information (not just name, find out about source). Examine the evidence.
- ◆ Avoiding over simplification. Question over-simplification – (ex. Easy steps to get rich quick or lose 10 lbs. overnight).
- ◆ Consider the way information was acquired (Experimental method, guess, common sense, ivory tower contemplation, etc.).
- ◆ Remember: Correlation or relationship of variables does not mean causation.
- ◆ Don't infer – use objective observation only – **DO NOT ASSUME.**
- ◆ Don't make generalizations quickly – get more information.
- ◆ Analyze assumptions and biases in research.