## Human Growth & Development Dr. Pam Terry

## PSYC 2103 317 Russell Hall

## Fall Semester 2017 678-359-5207

[p\_terry@gordonstate.edu](mailto:p_terry@gordonstate.edu) **Office**

**Office Hours**

**T 12:30-1:45; 3:30-5:00**

**W 1:55-3:25**

**R 12:30-1:45; 3:30-5:00**

**F 2:00-4:00**

## General Course Description

This course is an introduction to human biosocial, cognitive, and psychosocial development across the lifespan. It includes exploration of universal features of development common to people and individual variations in development that make us unique. It examines the cultural context of development, stability and change, and concerns and challenges that occur at various stages of life. In all these areas it provides explanatory insights from research and theory.

**Textbook**

Feldman, R. S. (2017). *Lifespan Development: A Topical Approach*, 3rd Ed. Upper Saddle River,

NJ: Prentice-Hall. This text is packaged with electronic resources from MyPsychLab,

Students should obtain the textbook to ensure full access to relevant course material. There are several options for accomplishing this. You may also separately purchase access to MyPsychLab, which comes with an e-book, at <http://pearsonmylabdandmastering.com/> . You can rent e-Texts from sites like [www.coursesmart.com](http://www.coursesmart.com) and purchase them from retailers like Amazon. You may also purchase a used text.

**Instructional Objectives**

1.    Demonstrate an understanding of the physical, physiological, emotional, social and cognitive changes that occur throughout the life span.

2.    Summarize the stages and processes of lifespan development.

3.    Explain major theories, concepts, and topics of interest to developmental psychologists.

4.    Demonstrate the understanding of how the knowledge and principles of developmental psychology might be applied to improve one’s life.

5.    Summarize the impact of cultural and environmental influences on human development.

6.    Summarize, compare, contrast and draw conclusions from research in developmental psychology.

**Course Requirements & Grading Breakdown**

Forty-five percent (45%) of the semester grade will be made up of the test scores (15% each); a final exam score also counts 15%; the remaining 40% is made up of assignment, homework and classroom activity scores.

**Grading Scale**

A - 90 – 100 B - 80 - 89 C - 70 - 79

D - 60 - 69 F - Below 60

**Academic Honesty**

See the *Gordon College Academic Catalog* for the official college policy. Evidence of cheating on examinations or plagiarism of written assignments will in this class, at minimum, result in a grade of zero for the test or assignment. Any work turned in must be your original work, and any information taken from outside sources must be referenced. (Your report should clearly indicate what source the information came from.) This includes facts, statistics, and words and ideas of others, even if they are paraphrased. It is best to avoid all question or appearance of cheating and plagiarism by not working together too closely on project reports, avoiding overuse of wording borrowed from your reference sources, and making sure that all sources are cited in reports.

**Student Responsibilities**

***Attendance and class participation.*** Records of attendance will be kept. While class attendance will not directly affect the course grade, it is expected that students will attend class, and they are responsible for awareness of information and announcements provided in class. Class participation, discussion of relevant topics, and asking questions is always encouraged.

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***Classroom courtesy.*** Taking college courses is optional and requires an investment of time, effort, and money on behalf of the student. Students who have made this investment and need the information from the class and/or the credential of having received an acceptable grade for it deserve the best possible learning environment to facilitate reaching their goals. Students should not be in a particular classroom for any other reason, and private conversations and other disruptive behaviors will not be tolerated. Students engaging in them will be asked to leave.

Other avoidable disruptions include cell phones and beepers. Please make sure that these are turned off prior to the beginning of class. Keep in mind that late arrivals and early departures are disruptive also and have the appearance of being rude. Please keep scheduling of appointments that conflict with class to a minimum. Students should also avoid non-productive and inappropriate behaviors such as sleeping, paper shuffling, text messaging, and similar behaviors. These leave a poor impression with the professor and fellow students. Finally, when there are classroom discussions, please treat people with whom you disagree with respect and courtesy. Overall, classroom courtesy is a definite consideration in evaluation of course performance.

***Preparation for class.*** In order to take the best advantage of classroom lecture and discussion, it is important to prepare for classes ahead of time by reading assigned material. (It is expected that students will have access to a textbook.) You might also check the posted lecture slides scheduled for the class to cover next. In order to keep current with what is happening with the class if you are absent, go to the professor’s web page to find any announcements that may have been made. Please do not email me for a summary of what happened in the class that you missed.

**Title IX**

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters.  Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator.  If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center.  The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions.  Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility.  The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities.  Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

**Resources**

***The professor’s web page*.** The syllabus, PowerPoint lecture slides, study guides, and assignment instructions will be hyperlinked to my *www.gdn.edu* web page. Materials are updated periodically during the semester, so check the site frequently prior to tests and assignment due dates for any relevant changes. This is actually a better source of information, and a faster one, than contacting me by email. Use it first.

The page can be found on the Gordon website. From the homepage, click on *MyGordon.* Scroll down under *Resources* to *Faculty Credentials and Web Pages*. When you reach that page, click on *T* (rather than scrolling down). My name should appear near the top of the screen. Click on

The words *Personal Web Page* under my name. There you should find the name of your course. Click on it to find the information you need. In the event of hyperlinking or other electronic difficulties, check your Gordon email to determine whether the relevant study guides or other information have been mailed to you.

***Email.*** You may use e-mail to inform me of absences, etc., or to ask specific questions or make requests. If you do, **please identify yourself and your section.** For example, “This is Jane Doe from your Human Growth MW 2:00 section.” I will not respond to emails not fully identified other than to ask for further information. I also do not respond to email questions regarding those

things already posted on the web page, such as assignment and test dates, or those things already covered in this syllabus such as policies regarding make-up tests, tardy assignments, or excused absences except to refer you to the web page or syllabus.. You often will find an answer more quickly on the web page or in the syllabus than from me. I will respond to emails as promptly as possible when there is a specific need to send you information. If you receive an email that I initiated, it will be on your Gordon email account. If you send me a note, I will generally reply to the account from which it was sent.

**Brightspace/D2L:** This resource may be used for storage of an extra copy of the syllabus, turning in papers through Dropbox/Assignments and use of Turn It In, Gradebook, and /or establishment of links to outside resources.

**Tests**

Tests may include material from the textbook not covered in class as well as material covered in class that may not be in the textbook. Study guides are provided for download from the computer which will direct you to the most important information to study for the tests. Study guides do not contain the actual test questions. They are for the purpose of assisting you in focusing your study on the most important material.

***Make-up tests.*** No make-up tests will be given. Instead, the score for the next in-class test will be counted twice. In the event that the professor decides to drop the lowest test score, the zero from a missed test will be considered the lowest score.

***Final exams*.** According to Gordon College policy, final exams may not be taken early. They must be taken on the date and time published in the Schedule of Classes. Students with three or more final exams on the same day or with a documented hardship may petition the Business and Public Service Department Head for a change of exam schedule.

**Assignments**

***Completion of assigned work*:** Do not confuse required assignments with extra-credit work. While there is no penalty for failure to complete extra-credit work, required assignments not submitted result in a grade of zero. Assignments will be submitted electronically through the Brightspace/D2L drop box or in print copy. Late submissions will be accepted with a 5-point penalty for one week after the due date and an additional 5-point penalty each week thereafter.

***Keeping copies and records.*** *(A word of advice).* It is advisable to keep a copy of all computer files and hard copies of work that you turn in and to keep returned/graded papers and returned tests and SCANTRON sheets until the end of the semester. These will be useful in resolving any questions about your work or grades that might arise. Having lost or deleted a computer file will not be accepted as an excuse for not completing an assignment or *turnitin.com* submission.

***Awareness and Communication*:** It is the student's responsibility to:

1) be aware of course policies, test dates and assignment due dates;

2) make sure that he/she is recorded present for class;

3) make arrangements to make up any work/tests missed during absences;

4) obtain notes or other information missed;

5) make sure that the instructor actually received any work turned in;

6) communicate to the instructor any special circumstances, events, or needs that will

interfere with the student’s completion of his or her course work in a timely fashion.

**The Professor’s Philosophy**

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. . . . The remarkable thing is that we have a choice every day regarding the attitude we embrace for that day. We cannot change our past . . . . . We cannot change the fact that people act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have . . . and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . . We are in charge of our attitudes. Chuck Swindoll

**Reading Schedule: Human Growth & Development**

**Fall Semester 2017**

**Week of Read Modules**

Aug. 10 Course Introduction 1-1

Aug. 15/17 Course Introduction/Genetics 1-2, 1-3

Aug. 22/24 Genetics/Physical Development 2-1, 3-1

Aug. 29/31 Promoting Health 4-3

Brain & Perceptual Development 3-3

Sep.5/7 Cognitive Development 5-1, 5-3

Evaluating Piaget 5-2

**Test 1**

Sep. 12/14 Information Processing 6-1

Attention & Memory 6-2

Sep. 19/21 Intelligence &Language Ch. 7 & 8

Sep. 26/28 Emotional Development 9-2

Oct. 3/5 Emotional Development 9-2

Attachment & Daycare 9-1

**Test 2**

Oct. 12 Peers & Relationships 12-3, 13-1

Family 13-2, 13-3

Oct. 17/19 Family 13-2, 13-3

Oct. 24/26 Self & Identity 10-1, 10-2

Oct. 31/Nov.2 Gender & Sexuality 12-1/12-2

Nov. 7/9 Culture & Religion 14-366

**Test 3**

Nov.14/16 Morals, Values & Religion 11-1, 11-2

Nov. 21 School 14-1, 14-3

Nov. 28 Death & Dying 15-1, 15-2, 15-3

**Final Exam**: Tues., Dec. 5, 12:30-2:30 p.m.