## PSYC 2103 A1 & A2 Introduction to Human Growth & Development

## Spring Semester 2018

**Dr. Pam Terry**  **Office Hours**

**Russell 312 T 12:30-3:00**

**678-359-5207 W 2:00-3:00**

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**F 10:30-12:30**

**General Course Description**

An introduction to human development across the lifespan with an emphasis on normal patterns of physical, cognitive, and social development. This is an online course. (See the Message under the Online Courses heading in the course schedule for important information.) Students will be contacted by the professor during the first week of class. Students will be required to have access to Pearson’s MyPsychLab for this course.

**Textbook**

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

NJ: Pearson Education. This text is packaged with electronic resources from

[www.MyPsychLab.com](http://www.MyPsychLab.com) .

. Access to MyPsychLab is required and comes with new textbooks. It may also be obtained separately from the textbook. Check with the bookstore and/or contact Pearson directly online. (Pearson offers a free, two-week trial period which will allow students to get started in the course in cases such as delayed financial aid.) You are required to have access to the content information of the textbook whether that is new or used, purchased or rented, print or e-book. Older editions are acceptable.

**Required Skills and Materials**

Consistent internet access

Desktop or laptop computer

Access to MyPsychLab

Webcam

**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**

The semester grade will be composed of credit and/or grades for:

Study Plan Posttests 25% Module Exams 15%

Video assignments 10% Writing Assignments 10%

Mid-term Exam 20% Final Exam 20%

**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 from what source the information came.) 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 referenced.

**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.

**HB 280**

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280> .

**Student Responsibilities**

***Attendance.*** Students are expected to log into the MyPsychLab regularly and to keep up with assigned online work. To verify enrollment, students should register in the Pearson lab before January 19 or contact me by e-mail. If a student is waiting for financial aid, Pearson offers a two-week trial registration. If students want to drop the course, they should not assume that they have automatically been dropped if they fail to verify attendance. Contact the Registrar’s Office.

**Resources and Communication**

***The professor’s web page*.** The syllabus will be available on the professor’s Gordon State web page. This page will also be used as backup for posting announcements and other information. I also send information by Gordon State e-mail. To reach it, go to MyGordon and scroll down to the middle of the page under Resources and find the *Faculty Credentials and Web Pages* line. Once you reach the faculty web pages screen, click on “T” for Terry and then my name.

***E-mail.*** The primary means of contacting me will be Gordon State e-mail. When you e-mail me, please clearly identify that you are an online student in one of my Human Growth classes. This will help me in getting you a timely and accurate response.

***Brightspace by D2L.*** A copy of the syllabus will be found there, and copies of the announcements in the lab. If there are other uses such as “handouts” and drop box these will be announced on an individual basis.

***MyPsychLab Announcements*.** These will be made from within the lab itself. To view them, click on the *Course Home* page. It is good to get in the habit of checking these frequently as you would your e-mail when you go to the lab.

**Tests**

There will only be two tests during the course, the Mid-term and the Final exams. These will be made up by the professor and taken online. These exams will be proctored using ProctorU. There will be a specified time window for appointments. Students will be individually making arrangements with Proctor U, and there will be a small fee to be paid to ProctorU. In cases of hardship, there may be an alternative provided such that a student can take the exam **on-campus** at a designated day and time. For ProctorU, you will need a webcam and technology for voice communication. Make your arrangements for tests early. This will help you avoid failing to take a test in case there are any glitches. Also, the proctor fee increases the later you sign up. The final exam will **no**t be comprehensive.

***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 the instructor actually received any work intended to be turned in; 3) 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

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**PSYC 2103 A1/A2 ASSIGNMENT SCHEDULE**

**Spring Semester 2018**

**Chapter/Module Assignment Due Date**

**MyPsychLab Setup** Jan. 11/12

**Chapter 1**

1-1 Determining Nature-Nurture Study Plan Jan. 16

1-2 Theoretical Perspectives Study Plan Jan. 17

1-3 Research Methods Study Plan Jan. 19

V: The Basics: Scientific Research Jan. 19

V: Ethics & Psychological Research Jan. 19

**Chapter 2**

2-1 Earliest Development & Study Plan Jan. 22 Foundations of Genetics

EC: Dominant & Recessive Traits Jan. 22

2-2 Interaction of Heredity & Environment Study Plan Jan. 24

ST: Epigenetics Jan. 24

2-3 Prenatal Growth & Birth Study Plan Jan. 26

EC: The Embryonic Period Jan. 26

V: Pregnancy & Prenatal Care Jan. 26

V: V: Premature Birth & the NICU Jan. 26

**Chapter 3**

3-1 Physical Growth & Change Study Plan Jan. 29

EC: Physical Changes in Late Adulthood Jan. 29

V: The Plastic Brain Jan. 29

V: Reflexes Jan. 29

V: Infant Fine Motor Development Jan. 29

Across Cultures

3-2 Brain Growth & Motor Development Module Exam Feb. 1

3-3 Perceptual Development Module Exam Feb. 6

V: Infant Perception Feb. 6

**Chapter 4**

4-1 Stress & Coping Module Exam Feb. 8

4-2 Illness & Well-being Module Exam Feb. 13

V: Eating Disorders Feb. 13

V: Teen Alcoholism Sep. 13

4-3 Promoting Health & Wellness Module Exam Sep. 15

**Chapter 5**

5-1 Piaget’s Approach to Study Plan Feb. 20

Cognitive Development

Essay: The Basics: How Thinking Develops Feb. 220

V: MMR: The Hidden Elephant: Object Permanence Feb. 22

V: Concrete Operational Thinking Feb. 22

V: Conservation Tasks Feb. 22

V: Conservation of Liquids Feb. 22

5-2 Appraising Piaget Study Plan Feb. 23

5-3 Vygotsky’s View of Study Plan Feb. 27

Cognitive Development

V: Scaffolding Feb. 27

**Chapter 6**

6-1 The Basics of Information Study Plan Mar. 1

Processing

6-2 Attention & Memory Module Exam Mar. 5

Applying Information N/A

Processing Approaches

**Chapter 7**

7-1 The Course of Language N/A

Development

7-2 The Origins of Language Module Exam Mar. 7

Development

7-3 Children’s Conversations N/A

**Chapter 8**

8-1 Intelligence: Determining Individual N/A

Strengths

8-2 Controversies Involving Intelligence Module Exam Mar. 9

8-3 Intellectual Deficits & the Intellectually N/A

Gifted

**Chapter 9**

9-1 Forging Early Social Relationships Study Plan Mar. 12

V: Attachment Mar. 12

V: Attachment in Infancy Mar. 12

9-2 Emotional Development Study Plan Mar. 14 V: Stranger Anxiety Mar. 14

V: Separation Anxiety Mar. 15

V: Social Referencing Mar. 15

V: Theory of Mind Mar. 15

9-3 Personality Development Study Plan Mar. 16

**Mid-term Exam: March 12-15. (Modules 1-1 through 6-1) (Only assigned Study Plan and modules and their videos are tested.)**

**Chapter 10**

10-1 Development of the Self Study Plan Mar. 26

10-2 Evaluating the Self Study Plan Mar. 28

V: What’s In It for Me? Identity Mar. 28

10-3 Picking an Occupation Module Exam Mar. 30

**Chapter 11**

11-1 Developing Morality Study Plan Apr. 2

11-2 Values, Religion & Spirituality Study Plan Apr. 4

11-3 Aggression & Violence Module Exam Apr. 6

**Chapter 12**

12-1 Gender & Sexuality Study Plan Apr. 10

12-2 Sexual Maturation & Sexuality Study Plan Apr. 12

V: The Big Picture: The Power of Sex Apr. 12

12-3 Relationships Study Plan Apr. 16

**Chapter 13**

13-1 Social Relationships across the Study Plan Apr. 18

Lifespan

13-2 Family Life Study Plan Apr. 20

V: Blended Families Apr. 20

13-3 Family ties in Middle & Late Adulthood Study Plan Apr. 23

**Chapter 14**

14-1 Schooling throughout the Lifespan Study Plan Apr. 25

14-2 Leisure N/A

14-3 Living in a Multicultural World Study Plan Apr. 27

**Chapter 15**

15-1 Death & Dying N/A

15-2 Confronting Death Study Plan Apr. 30

15-3 Bereavement N/A

V: Buddhist & Christian Funeral Rituals Apr. 30

V: Jewish & Islamic Funeral Rituals Apr. 30

**Final Exam: (Modules 9-1 through 15-2). (Only assigned Study Plan and Video modules are tested.)**