COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>BPSY112</td>
<td>Human Growth &amp; Development</td>
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</table>

Prepared by: Dr. Fran Rancourt

Semester: Fall 2015
Catalog Description
Human development is explored from the psychological point of view. The developmental stages of the life-span are emphasized along with cognitive growth patterns.

Prerequisites: ENG120, strongly recommended

Class Hours: 3
Lab Hours: 0
Credit Hours: 3

Instructor’s Contact Information: francourt@ccsnh.edu
1-603-356-9276

The study of human development is relevant to everyone. Through the roles we play and our interactions with others, each of us experiences each stage, age or event of our lives in our own unique way. The study of human development focuses on the processes and changes that occur from beginnings (conception, pregnancy and birth), through: infancy, early and middle childhood and adolescence; early, middle and late adulthood including death and dying. We will explore the major theories which help us understand lifespan development as well as the methods which can be utilized in the research of this subject matter. During the course we will be exploring the physical, cognitive and psychosocial components as they relate to each stage of development.

Required Text:

Author: Berk, L.
Title: Development Through the Lifespan
Publisher: Allyn & Bacon :Pearson Education

Software: You will need Microsoft Office word to write and save your papers. Textbooks, materials and software are available online at:

www.wmccshop.com

Books/Textbooks and Course Materials
Select your term (Fall 2015), select Department (BPSY), Select Course (112), select your Section (ES).

Required Tools/Materials: If you are not using your own computer, it is advisable to get a thumb/jump drive to save all your work. You will also need reliable internet access.
Course Objectives:
At the end of this course students will be able to demonstrate an understanding of and appreciation for the value of research in the field of Human Growth and Development; demonstrate understanding and application of concepts and theories; and develop an appreciation for the issues relating to the field of Human Development over the life course, from conception to death.

Learning Outcomes:
Learning Outcomes are measured through Weekly Discussions, Assignments, Quizzes and Final Exam

Evaluate, compare and contrast the main theories of lifespan development (similarities as well as differences).

Illustrate and communicate understanding of the processes involved in the biological basis of development.

Evaluate and communicate understanding of the physical changes that occur across the lifespan (conception, pregnancy, infancy, childhood, adolescence, adulthood) and the factors affecting outcomes.

Evaluate and articulate their understanding of the cognitive development occurring across the lifespan (pregnancy, infancy, childhood, adolescence, adulthood) and factors affecting outcomes.

Evaluate and demonstrate understanding and application of psychosocial development across the lifespan (infancy, childhood, adolescence, adulthood) and recognize the impact social contexts (school, work, relationships etc) have on this development.

Evaluate and differentiate between the theories, concepts and ideas associated with Dying and Spirituality.

Demonstrate understanding of concepts and ideas from the field of Human Growth and Development, evaluate and illustrate their application through an analysis of a variety of issues in the field of human development and recognize the impact that social contexts (school, work, relationships, divorce etc) have on this development.

Evaluate and discuss a variety of topics from the field of human development across the lifespan (conception, pregnancy, infancy, childhood, adolescence, adulthood).

Research, analyze and draw conclusions on a student selected and instructor approved area of/issue in Human Growth & Development in the form of a 1500 word Research Paper.
Instructor’s Communication Policy

Email Response Time

I endeavor to respond to student emails within 24 hours. If something urgent arises Friday-Sunday, it is generally best to call me at home (10am-8pm).

Online Office Hours:

I do not (generally) check the Blackboard or email after 5pm.

An introduction to the instructor is available online in the course.

Overview of Course Structure

This interactive web-based course emphasizes the importance of student centered learning through its use of the discussion board. Each week a topic relevant to the chapter under review is made available for students to consider and respond to. It also requires peer interactions on each topic. The discussion board is the mainstay of the online environment; it replaces our traditional classroom time and allows students to bring different ideas to the table for discussion.

COLLEGE POLICIES

Students registered for online courses must comply with all policies and guidelines articulated in the student handbook and other publications of the college offering the course.

Academic Honesty

Original thinking and intellectual honesty are central to a college education. Research projects require the ongoing use of existing works, but students must conduct themselves with proper regard for the rights of others and of the college, in a context of mutual respect, integrity and reason. Activities such as plagiarism and cheating are not acceptable and will not be condoned by the college. Students involved in such activities are subject to serious disciplinary action. The following are presented as examples of academic dishonesty:

1. Misrepresenting academic work done by someone else as one’s own efforts, with or without permission of the person.
2. Providing or using prohibited assistance in assignments and examinations.
3. Unauthorized communication in any manner with other students during an examination; collaboration in the preparation of reports or take-home examinations; copying, giving aid or failing to follow the faculty member’s instructions.
4. Tampering with or falsifying official college records.
5. Infringing upon the right of other students to fair and equal access to college library materials and comparable academic resources.
6. Falsification of data collected for and presented as part of course requirement.
7. Presenting as one’s own ideas, another person’s work or words without proper acknowledgement. There may be other instances of academic dishonesty, which will be identified by a faculty member.

Participation/Attendance
Registration in this course presupposes that the student will attend/fully participate in all online activities. Each student is responsible for meeting all of the posted requirements. As with classes in which students physically attend, online learning calls for active engagement in the process by everyone (instructors and students). Not only is your participation important in the academic sense, it is also a requirement for students receiving financial aid. Veterans and students who receive some types of financial aid are required to regularly attend as a condition of ongoing financial aid. If a student does not participate in online course activities/assignments for two consecutive weeks, and has not made contact with the instructor explaining this, the student may be suspended from the course. **If there is no contact for two consecutive weeks, the instructor will issue an “AF” for the course, and the student will be “unenrolled.”** Any student who has been suspended or dropped from a course may appeal to the Academic Standards Committee through the Vice President of Academic Affairs. You may refer to the College’s Student Handbook at [http://www.wmcc.edu/services/2010-2011StudentHandbook.pdf](http://www.wmcc.edu/services/2010-2011StudentHandbook.pdf)

In this class, weekly participation refers to posting responses on the Discussion Board and responding to postings by other students. It is expected that all students will go online and post at least three times each week. If students do not do this, they will not be counted as present for that week. Students should refer to the Student Handbook for specific details on this.

**Smartthinking (Online Tutoring)**

You have access to online assistance through Blackboard’s SmartThinking free tutor service. When you log into Blackboard, use “Smart” for your user name and “Thinking” for your password, and you can explore your options for submitting your writing and obtaining feedback.

- **Live Sessions** are metered to the minute + five minutes for archiving.
- **Submit a Question** -- metered at 20 minutes per question; available 24 hours a day, 7 days a week.
- **Submit Your Writing** -- metered at 35 minutes per essay; available 24 hours a day, 7 days a week.
- **Essay Center** - 1 Hour Review -- where available, this option is metered at 60 minutes per essay plus 5 minutes for archiving, minutes per essay plus 5 minutes for archiving, and is available 24 hours a day, 7 days a week.

- Note: Summer schedule begins at 9 AM on the Tuesday after Memorial Day; regular hours resume at 9 AM on the Tuesday after Labor Day.
- Note: Drop-in tutoring will not be available during holiday closures.

- **Connect With an e-structor** and interact with a live tutor when you have a question.
- **Submit your Writing** for any class to our Online Writing Lab and receive feedback from a tutor usually within 24 hours.
- **Submit a Question** and a tutor will reply usually within 24 hours.
Technology Requirements

- **OS:** Windows 98 +, Mac OS9 +
- **Browser:** Windows: Netscape 6 +, Internet Explorer 5.01 +. **Apple Mac:** Internet Explorer 5.0+ required.
- **Connection:** 28.8K min. / 56K+ preferred
- **Cookies/Javascript** should be enabled.
- **Popup Blockers?** Please disable all popup blockers for www.smarthinking.com

Troubleshooting Tips:

- Make sure that your browser is set up to allow cookies and pop-up windows. SMARTHINKING uses both of these.
- Make sure that you have Java installed. If you need to install Java, go to [http://www.java.com](http://www.java.com) and follow the instructions for the free download.

Library Resources
There are many library resources available, both in the library and online. Please contact the library staff for more information. ([www.wmcc.edu/services/lib](http://www.wmcc.edu/services/lib))

To access most of the library’s databases from OFF-CAMPUS, use your college e-mail name as your username and for your password, use your e-mail password (see the Student Information System for your college email and password). If you experience problems getting into the library databases with your college e-mail and password, please contact the library staff.

Netiquette
Students shall comply with [CCSNH Netiquette](http://www.ccsnh.edu/distancelearning) > Netiquette as articulated on the system web site.

INSTRUCTOR’S POLICIES:

**ATTENDANCE:** If an emergency arises and you are unable to attend class, please contact me as soon as possible. Generally, you cannot miss more than 2 classes per semester or you risk an AF.

**NOTE:** All work requirements for the course must be submitted ON TIME for FULL CREDIT.

You will find your Assignments under the Assignments link on the blackboard that provides details of all assignments and their due dates.

**ANNOUNCEMENTS:** The announcements area of the Blackboard is the first area you will see on entering. Please read new announcements as they appear as they will contain important information regarding any changes in the course.
# Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93.33-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.00-93.32</td>
</tr>
<tr>
<td>B+</td>
<td>86.67-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.33-86.66</td>
</tr>
<tr>
<td>B-</td>
<td>80.00-83.32</td>
</tr>
<tr>
<td>C+</td>
<td>76.67-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.33-76.66</td>
</tr>
<tr>
<td>C-</td>
<td>70.00-73.32</td>
</tr>
<tr>
<td>D+</td>
<td>66.67-69.99</td>
</tr>
<tr>
<td>D</td>
<td>63.33-66.66</td>
</tr>
<tr>
<td>D-</td>
<td>60.00-63.32</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00</td>
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**Grade Reporting**

Faculty submits grades electronically to the Registrar's Office within a few days following the end of each final exam period. **Final grades are not mailed to students.** It is the student’s responsibility to review his/her final grades via the Student Information System as soon as grades are available. Students who receive an “I” (Incomplete) grade should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved “I” grades may affect (delaying or reducing) financial aid awards and will convert to an “F” (Failing) grade after a specified time period. Any concerns or questions should be directed towards your Professor. He/she can be reached at 603-752-1113 or via their email.

**Specific Directions or Recommendations:**

If you have a documented disability that may affect your performance in this course, please advise the instructor immediately so appropriate accommodations may be put in place. Accommodations may be arranged through the Disability Services Coordinator in room #104. Accommodations and assistive technology are available to students at no additional cost, and should be accessed at the beginning of each semester.

**Discrimination Policy:** White Mountains Community College does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to, or treatment or employment in, its programs and activities. Any persons having inquiries concerning White Mountains Community College's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973 is directed to contact Peg Heaney, 2020 Riverside Drive, Berlin, NH 03570. Peg Heaney has been designated by White Mountains Community College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX and Section 504. Any person may also contact the Assistant Secretary for Civil
Rights, U.S. Department of Education, or the Director, U.S. Department of Education, Office for Civil Rights, Region 1, 140 Federal Street, Boston, MA, 02110.
COURSE TIMETABLE

Discussions occur on a weekly basis with a Wednesday, midnight deadline for first post and a Saturday, midnight for peer responses/interaction. **All assignments are detailed in a separate Word document under the Assignments link (Content and Assignments) in our Blackboard class. Make sure you download, print and utilize this document to keep you on track. Late work will lose points.**

### Reading and Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Objective</th>
<th>Assignment</th>
<th>In-Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 31-9/6</td>
<td>Theory &amp; Research in Human Development</td>
<td>Chapter 1 Part One</td>
<td>Intro to Life Span Discussion on important terms. Family Tree</td>
</tr>
<tr>
<td>9/7-13</td>
<td>Foundations of Development</td>
<td>Part Two Chapter 2 &amp; 3</td>
<td>Newborns and the impacts of ICU</td>
</tr>
<tr>
<td>9/14-20</td>
<td>Infancy and Toddlerhood</td>
<td>Chapter 4</td>
<td>Examples of Operant and Classical Conditioning</td>
</tr>
<tr>
<td>9/21-27</td>
<td>Cognitive Development in Infancy and Toddlerhood</td>
<td>Chapter 5 Quiz for Chp 1-5</td>
<td>Examining behaviors: Piaget Film Reflection</td>
</tr>
<tr>
<td>9/28-10/4</td>
<td>Emotional and Social Development in Infancy and Toddlerhood</td>
<td>Chapter 6</td>
<td>Erickson discussion and emotional development</td>
</tr>
<tr>
<td>10/5-11</td>
<td>Physical and Cognitive Development in Early Childhood</td>
<td>Chapter 7</td>
<td>Role play Social Culture Theory: Vygotsky.</td>
</tr>
<tr>
<td>10/12-18</td>
<td>Emotional and Social Development in Early Childhood</td>
<td>Chapter 8 Quiz on Chp 5-7</td>
<td>Self-Understanding Self-Concept Gender Typing</td>
</tr>
<tr>
<td>10/19-25</td>
<td>Physical and Cognitive Development in Middle Childhood</td>
<td>Chapter 9</td>
<td>Health Problems Motor Development More Piaget/Stages</td>
</tr>
<tr>
<td>10/26-11/1</td>
<td>Emotional and Social Development in Middle</td>
<td>Chapter 10</td>
<td>Moral Development Group Discussion Moral Dilemmas</td>
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</tbody>
</table>
## Child Development

### Childhood

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Quiz on Chapter(s)</th>
<th>Other Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2-8</td>
<td>Physical and Cognitive Development in Adolescence</td>
<td>11</td>
<td>9-11</td>
<td>Biological and Social Perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teenage Brain Film</td>
</tr>
<tr>
<td>11/9-15</td>
<td>Emotional and Social Development in Adolescence</td>
<td>12</td>
<td></td>
<td>The Family, Peer Relations and the</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Problems with Development.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Real-Life Experiences</td>
</tr>
<tr>
<td>11/23-12/1</td>
<td>Emotional and Social Development in Early Adulthood</td>
<td>14</td>
<td></td>
<td>Levinson and Vaillant’s Theories.</td>
</tr>
<tr>
<td>12/2-13</td>
<td>Presentations</td>
<td>No quiz</td>
<td>Presentation on you</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Final-Closes on the 17th.</td>
<td>Chp 13/14</td>
<td></td>
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</tr>
</tbody>
</table>

### Grading

*All writings will be expected to follow APA guidelines. Citations will be expected if any resources are used, whether they are from our text or someone else’s. A sample paper and rubric will be provided for your paper assignment.*

| Participation In Discussions-First Post is a response to the instructor’s question by Wed./Second post is a response to student’s response by Friday. | 30%  |
| Quizess | 20%  |
| Assignments | 20%  |
| PowerPoint Presentations | 10%  |
| Final Exam | 20%  |

### Discussion Activities:

*Your first post is a response to your instructor’s questions, which needs to be prior or on wed…your second post is a response to one of your classmate’s postings by Friday*

Discussion activities will include:
- Reflecting and reporting on readings
- Written reflections on films
- Discussing results of surveys
- Real-life experiences

### Quizzes:
Quizzes are expected to be completed before the start of the new week. Quizzes are set to close on Sunday nights at midnight and have a time limit. They cannot be made-up, therefore do not wait till the last minute. You will have one opportunity to take the quiz. They are obviously open book and open notes.

**Presentations and Assorted Paper/Brochures:**

Papers and other assignments need to include student’s thought processes and relate to research or textbook material. **Paper formats need to follow all APA standards, such as: double spacing, proper cover page, headers, references (if applicable), reference page, inch margins, etc… (see your WMCC library on-line for additional help).**

Papers will vary in size, however all papers must include a proper cover page and also include a reference page (if needed). Please be sure your papers are in .docx format and uploaded to Moodle by the closing dates. If you have a Mac… you will need to save your papers in rich text format (.rtf).

**Final Exam:**
The “Final Exam” will consist of 20 Multiple Choice questions. The exam will be open book/open notes.

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Prepared by: Dr. Fran Rancourt

Date: 1/5/15

Approved by:
Department Chairperson/Program Coordinator

Date: ________________