	PSYC112W Section ES, CRN: XXXXX, Human Growth and Development, 3 Credits
White Mountains Community College	Spring 2020 Online
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SYLLABUS

Course Description

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COURSE DESCRIPTION

PSYC112W Human Growth and Development (3 Credits)
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

None, but ENG120 College Composition (or equivalent) is suggested

REQUIRED TEXTS AND RESOURCES

Textbooks: Development Through the Lifespan, Laura E. Berk, 7th edition
                        ISBN-13: 978-0134419725

ISBN-10: 0134419723

Materials: access to Internet for on-line research

Browser and Operating System Requirements:

http://www.ccsnh.edu/students/browser-and-operating-system-requirements

Note: Unless specified by your instructor, textbooks, materials, and software are available online at http://www.efollett.com

- Under "Select your Bookstore," choose "New Hampshire"
- Under "Select Your Institution," choose the campus offering the course.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- identify the physical, cognitive, emotional and social and emotional aspects of the major stages of the human lifespan, and the correct ages generally associated with that stage
- present in forums a holistic perspective on how the human lifespan may be viewed
- critically assess the evolving views of human development, from early evolutionary views to more contemporary ethological and ecological theories
- via exchanges with other students, provide specific examples of how culture and economic influences impact the stages of human development
- correctly identify on tests how biological and environmental influence human development
- in forums, provide specific of how learning is impacted by the stages of human development
- critique parenting styles, health care provision, and treatment of the elderly, among different cultures
- offer a well-reasoned but sensitive appraisal of how cultures address death and bereavement

METHODS OF INSTRUCTION/LEARNING ACTIVITIES:

The course will use textbook readings as the primary basis for students interacting on topics of those readings through weekly discussion boards.
Students are expected to share original, insightful perspectives of each unit's topics. Interaction with both the instructor and other students is expected by way of replies to other students' posts, as well as responses that students receive from their peers and the instructor.

It is expected that students will expand what they share in their discussion board submissions by exploring the weekly topics further via online research. The intent is to broaden each topic beyond what is offered in the textbook.

There is a weekly quiz each week on that unit's material, students are permitted and encouraged to use additional outside sources to assist in completing the quizzes.

METHODS OF ASSESSMENT:

Graded objects:	Points:	Percent of Grade:
Weekly discussion board posts and replies	14 @ 30 points each = 420	60%
Weekly quizzes on unit material	14 @ 20 points each = 280	40 %
Total	700 points	100%

*Standardized Grading Scale:

A	93.33 – 100.00
A-	90.00 – 93.32
B+	86.67 – 89.99
B	83.33 – 86.66
B-	80.00 – 83.32
C+	76.67 – 79.99
C	73.33 – 76.66
C-	70.00 – 73.32
D+	66.67 – 69.99
D	63.33 – 66.66
D-	60.00 – 63.32
F	Below 60.00

COURSE EXPECTATIONS:

In college-level courses, instructors have common expectations of their students: specifically, that students have a high degree of self-motivation, that students have a personal interest in learning the material that the course addresses, and that students, as responsible learners, are highly respectful to one another. It is also expected that students possess basic competence in the functional use of digital technology. The following list includes other common expectations, specifically that students:

- Have easy, continuous access to a computer

- Have access to the Internet, preferably via a high-speed connection

- Be able to search for credible information online, have some facility for narrowing searches, and begin to differentiate among the levels of "legitimacy" of online information

- Use word processing software (Microsoft Word, or Open Office Writer are preferred)

- Be able to compose, send, receive, and reply to emails related to their courses, and track their email correspondence

- Know how to attach files to emails and discussion board posts when appropriate

- Be capable of downloading and opening files, manage stored files, and recognize the characteristics of popular computer file types

POLICIES

Students registered for WMCC courses must comply with all policies and guidelines in the *Student Handbook* and other college publications, including those related to civil rights, disabilities services, harassment, and plagiarism. For more information, refer to http://www.ccsnh.edu/online-learning-policies

Academic Integrity and Plagiarism

Students must abide by the academic-honesty policy as defined in WMCC's *Student Handbook*.

Discrimination Policy

White Mountains Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, political affiliation, veteran status, sexual orientation, gender identity or expression, or marital status. This statement is a reflection of the mission of the Community College System of NH and White Mountains Community College and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964
- The Age Discrimination Act of 1967
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1975
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Melissa Laplante, Room 309, at mlaplante@ccsnh.edu or 603-342-3086, Berlin Campus or Melanie Robbins Director of the

Academic Centers, at mrobbins@ccsnh.edu or (603) 342-3093; or to the CCSNH Title IX Coordinator, 26 College Drive, Concord, NH 03301, (603) 230-3500. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, Region 1, 1875 JFK Federal Building, Boston, MA 02203, (617) 565-1340; the NH Commission for Human Rights, 2 Chenell Drive, Concord, NH 03301, (603) 271-2767; and/or the Equal Employment Opportunity Commission, JFK Federal Building, Boston, MA 02203, (617)565-3200.

Netiquette

Students must obey CCSNH Netiquette as articulated on the CCSNH website:

http://www.ccsnh.edu/students/netiquette-at-ccsnh

Participation and Attendance

Online Course Attendance

Attendance in online education is vital to the success of the course. Students must actively participate in the online course room at least two times during the add drop period. If students do not adhere to the online education attendance policy they will be automatically dropped from the class.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.
Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:
- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is   assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters, and
- an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Communication

At the start of each week, a description of that unit's discussion board requirements and unit quiz will be posted. Students should read those descriptions very carefully, since they contain critically valuable information for successfully addressing each unit's graded objects.

There will be additional announcements posted regularly throughout the term. These announcements will address topics to assist students with other course-related issues, or identify "exceptional" events in the courses' progression.

Course distribution-list emails will be sent out, usually twice a week, to remind students of unit obligations, and/or issues unique to that week's works.

Emails to individual students will be sent on an as-needed basis.

If a student has issues that cannot be resolved effectively by email, they will be invited to provide a phone number for a follow-up phone conversation.

Instructor's Grading Policy and Timeframe

Discussion board initial posts must be submitted by Wednesday midnight of each unit. Replies and responses to comments must be posted by Saturday midnight of each unit.

Instructor will comment on posts throughout the week, and grades for each unit's discussion board submission will appear in the Canvas Gradebook by the Thursday following the end of each unit.

Quiz grades are auto-graded, scores will appear in the Canvas Gradebook, usually within an hour of submitting a unit quiz (or its re-takes.)

Late Work, Revisions, and Extra Credit

Discussion board initial posts must be submitted before midnight Wednesday of each unit. Any initial posts submitted later than midnight Wednesday, will be penalized in proportion to how much later than the Wednesday midnight deadline that they are posted. No credit will be given for posts after midnight Saturday of each unit.

Discussion board replies, and responses to comments, must be submitted by midnight of Saturday of each unit. No credit will be given for replies or responses posted after midnight Saturday of each unit.

Weekly unit quizzes can be taken up to three times in each unit. But the unit quizzes cannot be accessed after the end of that unit, Sunday midnight.

Incomplete Grades

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) because of extraordinary circumstances, such as serious illness, death in the family, or the like. The grade is applied only in those instances when the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- The end of the third week in the spring semester for a grade issued in the fall semester
- The end of the third week in the fall semester for a grade issued in the summer term
- Three weeks from the earliest start date of the summer term for a grade issued in the spring semester

Should the student fail to complete the work within the designated period, the grade will automatically become an F. The Vice President of Academic Affairs may make exceptions to the above deadlines.

Incomplete grades will not be included in the computation of Grade Point Average. An incomplete grade may affect a student's financial aid. Students should contact the Financial Aid office on their campus for further information.

Online Participation

As an on-line course, students enjoy some flexibility in determining when to submit discussion board content, and take on-line quizzes. But as detailed in the section of this syllabus that addresses late work, it is obligatory that these graded objects be completed by their respective deadlines for each unit. For that reason, it is critically important that students read all relevant posted announcements and emails at the start of each weekly unit, and avoid the compromise of grade and learning that occurs from succumbing to a "just in time" strategy for submitting course work.

COURSE TIMETABLE

Week 1 January 21 – January 26	**Required Reading**: Textbook *Chapter 1 - History, Theory, and Research Strategies* **Discussion board:** comparing theories of human development **Unit quiz**: based on this unit's assigned reading
Week 2 January 27 – February 2	**Required Reading:** Textbook *Chapter 2: Genetic and Environmental Foundations* and *Chapter 3: Prenatal Development, Birth and the Newborn Baby* **Discussion board :** environmental and genetic factors on pre-natal development **Unit quiz**: based on this unit's assigned reading
Week 3 February 3 – February 9	**Required Reading**: Textbook *Chapter 4: Physical Development in Infancy and Toddlerhood and Chapter 5: Cognitive Development in Infancy and Toddlerhood and Chapter 6: Emotional and Social Development in Toddlerhood* **Discussion board:** conditioning and learning; genetic and environmental influences on learning **Unit quiz**: based on this unit's assigned reading
Week 4 February 10 – February 16	**Required Reading**: Textbook *Chapter 7: Physical and Cognitive Development in Early Childhood* **Discussion board :** critical window of language development **Unit quiz**: based on this unit's assigned reading
Week 5 February 17 – February 23	**Required Reading:** Textbook *Chapter 8: Emotional and Social Development in Early Childhood* **Discussion board:** comparing parenting styles **Unit quiz**: based on this unit's assigned reading
Week 6 February 24 – March 1	**Required Reading**: Textbook *Chapter 9: Physical and Cognitive Development in Middle Childhood* and *Chapter 10: Emotional and Social Development in Middle Childhood* **Discussion board:** neurological causes and treatment of ADHD **Unit quiz**: based on this unit's assigned reading
Week 7 March 2 – March 8	**Required Reading**: Textbook *Chapter11 Physical and Cognitive Development in Adolescence* and Textbook *Chapter 12 Emotional and Social Development in Adolescence* **Discussion board:** beneficial and harmful influences of adolescent cliques **Unit quiz**: based on this unit's assigned reading
Week 8 March 9 – March 15	**Required Reading**: Textbook *Chapter 13 Physical and Cognitive Development in Early Adulthood* and *Chapter 14 Emotional and Social Development in Early Adulthood* **Discussion board:** benefits versus harm of the recent concept of "emerging adulthood" **Unit quiz**: based on this unit's assigned reading
Spring Break March 16 – March 22	**No Course Work Due During Spring Break**

Week 9 March 23 – March 29	**Required Reading**: Textbook *Chapter 15: Physical and Cognitive Development in Middle Adulthood* **Discussion board:** negative impact of stress on health during middle adulthood **Unit quiz**: based on this unit's assigned reading
Week 10 March 30 – April 5	**Required Reading**: textbook *Chapter 16 : Emotional and Social Development in Middle Adulthood* **Discussion board:** cultural influences that may produce "generativity" versus "crisis" in midlife **Unit quiz**: based on this unit's assigned reading
Week 11 April 6 – April 12	**Required Reading**: textbook *Chapter 17: Physical and Cognitive Development in Late Adulthood* **Discussion board:** investigate the physical, social and spiritual factors that may impact life expectancy **Unit quiz**: based on this unit's assigned reading
Week 12 April 13 – April 19	**Required Reading:** textbook *Chapter 18: Emotional and Social Development in Late Adulthood* **Discussion board:** investigate the factors that may determine when and why people retire from their jobs **Unit quiz**: based on this unit's assigned reading
Week 13 April 20 – April 26	**Required Reading:** text *Chapter 19: Death, Dying and Bereavement* **Discussion board:** offer commentary on euthanasia and assisted suicide, address the five stages of the terminally ill **Unit quiz**: based on this unit's assigned reading
Week 14 April 27 – May 3	**Required reading:** no textbook reading, but on-line research will be required **Discussion board:** investigate how genetic engineering and other medical advances may re-define the stages of human growth and development **Unit quiz**: based on this unit's assigned reading
Week 15 May 4 – May 8	**Course wrap-up, final course communications** **End-of-course survey completion is required**

Prepared by: _____ Gerard L. Tremblay _____   Date:_ December 11, 2019 _

Approved by Program Coordinator or Department Chair:

Signature: _____   Date:_____