	Department: Social & Behavioral Science
	PSYC112W Section ES, CRN 21800, Human Growth and Development, 3 Credits
	Spring 2021 Online
	Instructor: Gerard L. Tremblay
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	Instructor Office Hours: contact as needed

SYLLABUS

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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-9780134419695 (student edition)

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:

1. 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
2. argue for and against some of the theories that attempt to address human development in terms of physical, cognitive, and emotional development
3. present a holistic perspective on how the human lifespan may be viewed
4. address genetic and environmental influences on human development, and how these two factors may interact with one another
5. critically assess and compare the evolving views of human development, from early evolutionary views to more contemporary ethological and ecological theories
6. assess parenting styles, and argue the strengths and weaknesses of each style
7. explain behavioral issues within the context of physiological causes
8. provide specific examples of how culture and economic influences impact all of the stages of human development
9. explain in detail how biological and environmental influences interplay in the stages of human development
10. provide psychological and physiological explanations of how learning takes place, and may be impacted by the specific stages of human development
11. provide reasonable assessment of how economic factors may impact, positively or negatively, the stages of human development
12. critique differences of health care provision, and treatment of the elderly, among different cultures and religions

13. identify medical and life-style changes that extend life and potentially improve quality of life in late adulthood
14. 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' preparation for the bi-weekly tests. Students are permitted and encouraged to use additional outside sources to assist them in completing and learning from the tests. Students will be permitted two attempts for each test, retaining the higher score.

Students are expected to leverage multiple on-line resources to further investigate topics introduced in the textbook readings, and use researched information to provide original, insightful perspectives of each research assignment. It is expected that students will expand their understanding of pivotal and evolving psychological investigation via online research, with the intent to broaden each topic beyond what is presented in the textbook.

METHODS OF ASSESSMENT:

Graded objects:	Points:	Percent of Grade:
Research assignments	6 @ 50 points each = 300	52%
Bi-weekly tests on assigned readings	7@ 40 points each = 280	48 %
Total	580 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

Modules will identify assigned research assignments and upcoming tests. They will indicate the due dates for assignments and tests. 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 once 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

Research papers are due by the end of the two-week period in which they are assigned, though they may be submitted earlier within that period. Instructor will grade and provide constructive feedback for all submitted papers.

Tests are due within the two-week period for which they are assigned, auto-graded, and scores will appear in the Canvas Gradebook, usually within an hour of submitting a unit test (or its re-take.)

Late Work, Revisions, and Extra Credit

Research papers and tests must be submitted by their latest due date. Students will be reminded to take advantage of the two-week window for each and thus not risk missing the deadlines.

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 assigned research papers and take tests. 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 that reason, it is critically important that students read the course syllabus, all relevant posted announcements, and emails of each weekly unit to avoid the compromise of grade and learning that occurs from succumbing to a "just in time" strategy for submitting course work.

COURSE TIMETABLE

Week	Dates	Topic	Assignment Due	Targeted Outcomes
Week 1	January 18-January 24	examine theories of human development and critique the methodologies upon which they are based	**Required Reading**: Textbook *Chapter 1: History, Theory, and Research Strategies*	**1,2**
Week 2	January 25-January 31	consider how both genetic as well as environmental factors contribute to prenatal development	**Required Reading:** Textbook *Chapter 2: Genetic and Environmental Foundations* and *Chapter 3: Prenatal Development, Birth and the Newborn Baby* **Test 1: Chapters 1-3**	**3,4**
Week 3	February 1-February 7	investigate how genetic and environmental factors influence learning in infancy and toddlerhood	**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* **Assignment 1: Genetic and Environmental Foundations of Human Development**	**4,5**
Week 4	February 8-February 14	research social influences on development in early childhood	**Required Reading**: Textbook *Chapter 7: Physical and Cognitive Development in Early Childhood* **Test 2: Chapters 4-7**	**2**
Week 5	February 15-February 21	assess parenting styles impact in early childhood	**Required Reading:** Textbook *Chapter 8: Emotional and Social Development in Early Childhood* **Assignment 2: Language Development in Early Childhood**	**6**
Week 6	February 22-February 28	learning and behavioral issues of middle childhood	**Required Reading**: Textbook *Chapter 9: Physical and Cognitive Development in Middle Childhood* and *Chapter 10: Emotional and Social Development in Middle Childhood* **Test 3: Chapters 8-10**	**6,8**

Week 7	March 1- March 7	social influences on behavior during adolescence	**Required Reading**: Textbook *Chapter11: Physical and Cognitive Development in Adolescence* and Textbook *Chapter 12: Emotional and Social Development in Adolescence* **Assignment 3: Parenting Styles in Early and Middle Childhood**	**7,11**
Week 8	March 8- March 14	physical, emotional and intellectual changes associated with early adulthood	**Required Reading**: Textbook *Chapter 13: Physical and Cognitive Development in Early Adulthood* and *Chapter 14: Emotional and Social Development in Early Adulthood* **Test 4: Chapters 11-14**	**8,10**
Spring Break	March 15- March 21		**no course work assigned or due**	
Week 9	March 22- March 28	how health issues may impact psychological phenomena in middle adulthood	**Required Reading**: Textbook *Chapter 15: Physical and Cognitive Development in Middle Adulthood* **Assignment 4: Peer Influences in Adolescence**	**7,8,9**
Week 10	March 29- April 4	how cultural influences and expectations may shape the perception of "midlife"	**Required Reading**: textbook *Chapter 16: Emotional and Social Development in Middle Adulthood* **Test 5: Chapters 15 & 16**	**11**
Week 11	April 5- April 11	examine how medical and scientific advances contribute to both longevity and quality of life in late adulthood	**Required Reading**: textbook *Chapter 17: Physical and Cognitive Development in Late Adulthood* **Assignment 5: Middle Adulthood, Physical Changes and Stress**	**13**
Week 12	April 12- April 18	investigate how extending life is re-defining what people choose to do after reaching traditional retirement ages; consider cultural differences in this regard	**Required Reading**: textbook *Chapter 18: Emotional and Social Development in Late Adulthood* **Test 6: Chapters 17 & 18**	**11,12**

Week 13	April 19-April 25	consider both psychological theories as well as social traditions in dealing with end-of-life issues	**Required Reading:** text *Chapter 19: Death, Dying and Bereavement* **Assignment 6: Can Life Be Extended Indefinitely?**	**14**
Week 14	April 26-May 2	within the context of medical, genetic, and bioengineering developments, how long might it be possible to extend a human life	**Required reading:** no textbook reading, but on-line research will be required assigned reading Test 7: Chapter 19	**13**
Week 15	May 3-May 7	within the context of longer life expectancies, revisit the theories introduced in this course and consider if the stages of human development might be changed	**Course wrap-up, final course communications** **End-of-course survey completion is required**	**3,4**

Prepared by: _____Gerard L. Tremblay_____   Date:__January 4, 2021_____

Approved by Program Coordinator or Department Chair:

Signature: _____   Date:_____