

Course Syllabus

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**White
Mountains**
Community College

Human Growth and Development

Approved By:

Date:

Course Description

PSYC112W Human Growth and Development (3 Credits)

Human development is explored from the psychological point of view. The developmental stages of the lifespan are emphasized along with cognitive growth patterns.

Prerequisites

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

Required Texts and Resources

Textbooks: Lifespan Development, A Psychological Perspective

Lally and Valentine-French, 2nd edition

LADPac number: WMB0003

See the [CCSNH IT Requirements \(https://www.wmcc.edu/academic-resources-for-students/#technology\)](https://www.wmcc.edu/academic-resources-for-students/#technology)

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

Discussion boards: Students are required to post to two discussion board forums and reply to at least one post of another student. Because the discussion boards expect students to share personal experiences or personal opinions regarding topics related to the course, they will be graded based upon the demonstration of critical thought and honesty. The posts will receive feedback commentary from the instructor.

Tests: The course will use textbook readings as the primary basis for students' preparation for the 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.

Research assignments: 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:
Discussion boards	2 @ 50 points each = 100
Research assignments	2 @ 100 points each = 200
Tests on assigned readings	4 @ 100 points each = 400
Total	700 points

See the [WMCC Grading Scale \(https://catalog.wmcc.edu/grading\)](https://catalog.wmcc.edu/grading)

Course Expectations

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

- Please see WMCC's [Classroom Etiquette Policy \(https://www.wmcc.edu/academic-resources-for-students/#classroometiquette\)](https://www.wmcc.edu/academic-resources-for-students/#classroometiquette) and [Appropriate Online Behavior Policy \(https://www.wmcc.edu/academic-resources-for-students/#onlinestudentbehavior\)](https://www.wmcc.edu/academic-resources-for-students/#onlinestudentbehavior)

In college-level courses, instructors have common expectations of their students: for example, that students have a degree of self-motivation, that students have interest in learning, that students are responsible and respectful, that students possess basic competence in digital technology. The following list includes other common expectations: that students:

- Have access to a computer
- Have access to the internet
- Know how to search for credible information online
- Can compose, send, receive, & reply to emails related to their courses
- Know how to attach files
- Know how to download files

- Can use word processing software
- Participate in in-class activities face to face to receive full credit OR
- Synchronously via Zoom only under special circumstances and only when planned for at least two hours in advance. If you have not received a confirmation before the class from the instructor, do not assume you can participate via Zoom.

Policies

- Please see WMCC's [Academic Integrity and Plagiarism Policy \(https://catalog.wmcc.edu/academic-honesty\)](https://catalog.wmcc.edu/academic-honesty)
- Please see WMCC's [Course Drop and Withdrawal Policy \(https://www.wmcc.edu/academic-resources-for-students/#coursedrop\)](https://www.wmcc.edu/academic-resources-for-students/#coursedrop) (<https://catalog.wmcc.edu/academic-honesty>)
- Please see WMCC's [Discrimination Policy \(https://catalog.wmcc.edu/notice-of-nondiscrimination\)](https://catalog.wmcc.edu/notice-of-nondiscrimination) and [Title IX Policy \(https://www.wmcc.edu/academic-resources-for-students/#title-ix\)](https://www.wmcc.edu/academic-resources-for-students/#title-ix)

Participation and Attendance Policy

- Please see WMCC's [Participation and Attendance Policy \(https://catalog.wmcc.edu/attendance\)](https://catalog.wmcc.edu/attendance)
- Please see WMCC's [Cancellation/Delayed Start Classes Policy \(https://www.wmcc.edu/academic-resources-for-students/#cancellation-delayed-start\)](https://www.wmcc.edu/academic-resources-for-students/#cancellation-delayed-start)

Communication Policy

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 period in which they are assigned, though they may be submitted earlier within that period. Instructor will explain the grade and provide additional constructive feedback for all submitted papers.

Tests are due within the period for which they are assigned, they will be 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 Policy

Research papers and tests must be submitted by their latest due date. Students will be reminded to take advantage of the module window for each to minimize the risk of missing the deadlines.

- See WMCC's [Policy for Incomplete Grades \(https://catalog.wmcc.edu/incomplete-grades\)](https://catalog.wmcc.edu/incomplete-grades)
- See WMCC's [Grade Reporting Policy \(https://www.wmcc.edu/academic-resources-for-students/#gradereporting\)](https://www.wmcc.edu/academic-resources-for-students/#gradereporting)

Support

See WMCC's [Accessibility Services \(https://www.wmcc.edu/academic-resources-for-students/#accessibility\)](https://www.wmcc.edu/academic-resources-for-students/#accessibility)

See WMCC's [Counseling Services \(https://www.wmcc.edu/academic-resources-for-students/#counseling\)](https://www.wmcc.edu/academic-resources-for-students/#counseling)

See WMCC's [Services for Student Basic Needs \(https://www.wmcc.edu/academic-resources-for-students/#basicneeds\)](https://www.wmcc.edu/academic-resources-for-students/#basicneeds)

Course Timetable

Weekly Timetable

Week	Date	Topic	Assignment	Outcome

1	8/28/2023 to 9/3/2023	examine theories of human development and critique the methodologies upon which they are based	Required Reading: Textbook <i>Chapter 1: Introduction to Lifespan Development</i>	1,2
2	9/4/2023 to 9/10/2023	consider how both genetic as well as environmental factors contribute to prenatal development	Required Reading: Textbook <i>Chapter 2: Heredity, Prenatal Development and Birth</i> Discussion board 1: Introduce yourself and describe your course expectations	3,4
3	9/11/2023 to 9/17/2023	investigate how genetic and environmental factors influence learning in infancy and toddlerhood	Test 1: material from chapters 1 and 2	4,5
4	9/18/2023 to 9/24/2023	research social influences on development in early childhood	Required Reading: Textbook <i>Chapter 3: Infancy and Toddlerhood</i>	2

5	9/25/2023 to 10/1/2023	assess parenting styles impact in early childhood	Required Reading: Textbook <i>Chapter 4: Early Childhood</i>	6
6	10/2/2023 to 10/8/2023	learning and behavioral issues of middle childhood	Required Reading: Textbook <i>Chapter 5: Middle and Late Childhood</i> Research Paper #1: "Genetic and Environmental Foundations of Human Development"	6,8
7	10/9/2023 to 10/15/2023	social influences on behavior during adolescence	Test 2: material from chapters 3-5	7,11
8	10/16/2023 to 10/22/2023	physical, emotional and intellectual changes associated with early adulthood	Required Reading: Textbook <i>Chapter 6: Adolescence</i>	8,10
9	10/23/2023 to 10/29/2023	how health issues may impact psychological phenomena in middle adulthood	Required Reading: Textbook <i>Chapter 7: Emerging and Early Adulthood</i>	7,8,9

10	10/30/2023 to 11/5/2023	how cultural influences and expectations may shape the perception of "midlife"	Required Reading: Textbook <i>Chapter 8: Middle Adulthood</i> Research paper #2: Can Life Be Extended Indefinitely?	11
11	11/6/2023 to 11/12/2023	examine how medical and scientific advances contribute to both longevity and quality of life in late adulthood	Test 3: material from chapters 6-8	13
12	11/13/2023 to 11/19/2023	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 <i>Chapter 9: Late Adulthood</i>	11,12
13	11/20/2023 to 11/26/2023	consider both psychological theories as well as social traditions in dealing with end-of-life	Required Reading: Text <i>Chapter 10: Death and Dying</i> Discussion board 2: What	14

		issues	are your most important course take-aways	
14	11/27/2023 to 12/3/2023	within the context of medical, genetic, and bioengineering developments, how long might it be possible to extend a human life	Test 4: material from chapters 9-10	13
15	12/4/2023 to 12/10/2023	critically examine how we view the concept of time within the context of stages of human development	online reading and video to critically assess the significance of the construct of time to life development stages	1,3
16	12/11/2023 to 12/17/2023	considering the possibility 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

Course Summary:

Date	Details	Due
Sun Sep 10, 2023	 Discussion board #1: Who Are You and Why Are You Here? (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416364)	due by 11:59pm
Sun Sep 17, 2023	 Test #1: material from chapters 1 and 2 (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416362)	due by 11:59pm
Sun Oct 8, 2023	 Research paper #1: "Genetic and Environmental Foundations of Human Development" (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416366)	due by 11:59pm
Sun Oct 15, 2023	 Test #2: material from chapters 3, 4 and 5 (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416361)	due by 11:59pm
Sun Nov 5, 2023	 Research paper #2: Can Life Be Extended Indefinitely? (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416367)	due by 11:59pm
Sun Nov 12, 2023	 Test #3: material from chapters 6, 7, and 8 (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416360)	due by 11:59pm
Sun Nov 26, 2023	 Discussion board #2: "So Have You Learned Anything?" (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416365)	due by 11:59pm

Date	Details	Due
Sun Dec 3, 2023	 Test #4: material from chapters 9 and 10 (https://canvas-prod.ccsnh.edu/courses/76384/assignments/1416363)	due by 11:59pm