



**Psychology 235: Course Outline and Syllabus**

**Instructor:** Elizabeth James

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**Office #:** 2630 **Phone#:** 720-300-5482

**Office Hours:** Monday/Wednesday afternoons, by appt.

**Course Title and Number:** PSY 235 601; Human Growth and Development

**Semester:** Spring 2014

**Prerequisites:** ENG 090, ENG 094 or equivalent

**Credit Hours:** 3

**Days/Time Taught:** Fridays 9/26; 10/31; 10/10, 5-10pm & Saturdays 9/27, 10/4, 10/11, 8:00am-5:00pm;

**Classroom #:** 1153

**Important Dates:**

Beginning Date: 9/26/14

End Date: 10/11/14

Drop Date: 9/27/14

Withdraw Date: 10/7/14

**TEXT AND MATERIALS NEEDED:**

Feldman, R.S., Life Span Development, A Topical Approach 2<sup>nd</sup> ed, Pearson Publishers

My Virtual Child/ Pearson MyPsychLab Code (this is bundled with new texts or can be purchased on line at <http://www.myvirtualchild.com/login.php?err=login> Under "buy access")

Recommended: Writing at RRCC 4<sup>th</sup> ed.

**COURSE DESCRIPTION:**

**Examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors.~~This course is one of the Statewide Guaranteed Transfer courses.**

**COURSE OUTCOMES:**

After completing this course, the student should be able to:

- I. Identify the biological factors associated with prenatal development.
- II. Evaluate the environmental factors associated with prenatal development.
- III. List and explain the physical factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
- IV. Compare and contrast the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
- V. Discuss the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
- VI. Identify and discuss the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
- VII. Examine and interpret the emotional factors associated with death and dying.
- VIII. Identify and differentiate the psychosocial factors associated with death and dying.

## RRCC POLICIES AND PROCEDURES:

**Student Code of Conduct and Academic Integrity:** Admission to the Red Rocks Community College implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is on the RRCC website under "Student Handbook."

**Special Needs Notification:** Red Rocks Community College in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to RRCC programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in all educational programs and activities.

### Eligibility

Red Rocks Community College will provide accommodations for qualified students with disabilities. To request accommodations, contact the Office of Disability Services at your earliest convenience. The Office of Disability Services is located in the Learning Commons Room 1185. Please contact the office at 303.914.6733, V/TDD at 303.914.6737, or email at [ODS@rrcc.edu](mailto:ODS@rrcc.edu) if you have any questions.

**Plagiarism:** Plagiarism is grounds for failing an assignment or course and/or disciplinary action from RRCC. **DO NOT PLAGIARIZE.** Plagiarism means copying passages directly from the text, study guide, online or any other source, without quotation marks and citations. Even if it is only one sentence!! Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. **No credit will be given for plagiarized papers.**

### METHODS OF CONDUCTING THE CLASS:

This course will generally be conducted through class lectures and PowerPoint, independent research, group discussions, testing, *MyVirtualChild* on line learning, and other formats that may prove to be appropriate.

**MyVirtualLife/Forums:** As a supplement to this class you will need to purchase an online code for Pearson's *MyPsychLab* On-Line Learning. We will be using the *MyVirtualChild* program developed for Human Growth and Development classes. As a part of this program we will have the opportunity to set up this program on the first Sat of classes. **You will type and bring with you a 1-3 page paper noting the personality, intelligence level, experiences, etc, of your child that you are "raising", as well as anything else you feel is important to discuss at that time.** Groups will consist of 3-4 people and will meet in class. Your papers will be 50 points each. **YOU MUST BE PRESENT AND ON TIME ON FORUM TO RECEIVE CREDIT FOR THESE PAPERS.** You may work from a home computer or use the computer labs on campus. **ALL PAPERS MUST BE WRITTEN IN A LEGIBLE 12 POINT FONT, DOUBLE SPACED and TURNED IN, IN CLASS, AFTER FORUM.**

**Case Study/Stages of Development Paper:** You will be assigned one case study paper during the class. You must find a child or adolescent to work with age 3-18. You will run a series of tests and interview the individual to determine their level of cognitive development, according to Piaget. Papers should be 5-10 pages in length and **MUST include at least one reference to the text book.** For example, in your paper you would use a quote from the book to support what you are saying in your paper. The reference will have an in-text citation that will look like this: "[Piaget] suggested that movement from one stage to the next occurs when a child reaches an appropriate level of

physical maturation and is exposed to relevant experiences" (Feldman, pg. 152). Put the name of the author of your book and the page number where you found the information or quote after each reference. These references should support what you are saying and add academic depth to your paper. If the reference does not meet these requirements, you will not get full credit. **ALL PAPERS MUST BE DOUBLE SPACED AND WRITTEN IN 12 POINT, LEGIBLE FONT. PAPERS WILL BE TURNED IN TO THE APPROPRIATE DROP BOX IN D2L BY MIDNIGHT THE DAY IT IS DUE. PLEASE SAVE YOUR WORD DOCUMENT USING YOUR FIRST AND LAST NAME.**

**Desire2Learn:** You will be required to go to this site several times throughout the class. There are several computer labs on the Red Rocks campus if you do not have a computer or internet access from home. Also available on D2L are all of the PowerPoint presentations used throughout the class, handouts, and the child development project. You will be able to get updates, reminders, and know if class has to be cancelled or delayed for any reason. **All Case Study papers will be turned in through D2L ONLY!!** (Forum papers will be turned in during class).

### **CLASS POLICIES:**

**Attendance:** Attendance for this class is mandatory to facilitate class discussions, and complete in-class activities. You will lose points for tardiness and for leaving early. **If you miss more than four consecutive hours of this class, you will lose a complete grade, and over four hours will not allow you to complete this class successfully. If you do not attend class during the designated time scheduled, you will not pass the class.** Please do not be late to class. If you know you are going to be late, please inform me, via email, in advance.

**Cell Phones:** Please have your cell phones turned off and put away when class starts. Texting during class is disrespectful to both your fellow classmates and me and will not be tolerated. If you must take a call during class please inform me ahead of time and excuse yourself to do so. You will be asked to leave class if texting is an ongoing problem.

**Late work: NO LATE WORK WILL BE ACCEPTED!!** You will know in advance of all assignments and when they are due. There will be **NO EXCEPTION TO THIS!** There is an opportunity for extra credit if you are unable to turn in a paper on time.

**Extra Credit:** You will be able to turn in two Reaction Papers associated with the topics stated in the schedule. See the Assignment in D2L Content for directions if you choose to do these assignments. 25 pts each.

Email: **YOU MUST USE YOUR RRCC EMAIL ADDRESS.** I will not respond to any other email addresses. You can access your account by following this link:  
<http://www.rrcc.edu/admis/studentemail.html> .

I prefer that you email me at [elizabeth.james@rrcc.edu](mailto:elizabeth.james@rrcc.edu), and **NOT through the D2L email address.** I cannot guarantee that I will check that email address in adequate time to address your question or concern. **When you do send an email, please include your first and last name and the SPECIFIC class and section you are in.**

**METHODS OF DETERMINING GRADES:**

**Grading Scale:**

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59 > % = F

**Assignments:**

In class discussion and participation = 50 points

Forum Papers = 50 points (200 points total)

Stages of Development Paper = 150 points

Group Work = 2 x 25 points = 50 points

Reaction papers, 25 pts each (extra credit) if needed to make up any other missed assignment.

**Total = 450 points available**

Materials used by permission from: Amy Buckingham, Psychology Department Lead

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**Please sign and date this agreement to the syllabus to state that you have read and understood the information printed here. Separate this form from the rest of this paper, and **turn it into your instructor by Day 2 of class**. Keep this syllabus available; it will be referred to if any discretion arises. Thank you. ejkj**

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Name (print below if your signature is illegible)

Date

Phone #

**MEETING DATES/COURSE OUTLINE:**

Date	Topic	Homework Assigned
September 26	Introductions and syllabi. Introduction to Human Growth and Development Group Work: Bronfenbrenner's Systems Film: The Biology of Prenatal Development	Read Chapter 1 Extra Credit Reaction Paper: Nature VS Nurture
September 27	<i>MyVirtualChild</i> registration Genetics and reproduction Physical/ <b>and other forms of Growth</b> Guest Speaker	Read Chapters 2 & 3 <b>Turn in your Syllabus Contracts</b>
October 3	Cognitive Growth: Piaget and Vygotsky Cognition continued: Information Processing Language Development	Read Chapters 5-7 Extra Credit Reaction Paper: Testing your IQ
October 4	Intelligence Psychosocial development: Social and Emotional Development Group Work: Erikson worksheets <b>Stages of Development Paper assigned</b> <b>Paper due Sunday February 9 by midnight</b>	Forum #1 (in class): Raised up to age 6 covering physical and cognitive growth, language development, and intelligence Read Chapters 8 & 9
October 10	Parten's Types of Play Adolescence Moral Development and Aggression Development of the Self Types of Tests	Read Chapters 10 & 11 Extra Credit: Child, Adolescent, Adult/Moral Development <b>You MUST turn in your Stages of Development Paper permission slip by this day!</b> Extra Credit Reaction Paper: Current Event related to Psychsocial issues found in <i>Ted Talks</i> .
October 11	Let's Eat! Gender and Sexuality Death and Grieving: The End of Life <b>All Extra Credit Due by Midnight!!!</b>	Forum #2 (in class): Raised from <b>age 7 to age 18</b> covering psychosocial and moral development Read Chapters 12 & 15 Case Study Paper due by midnight October 18

This schedule may change at discretion of the instructor. Students will be informed of any changes.