

## Human Growth and Development, PSY235-601

Red Rocks Community College, spring 2019

ELIZABETH JK JAMES, PhD

---

### Contact Information

**E-mail:** [elizabeth.james@rrcc.edu](mailto:elizabeth.james@rrcc.edu)

**Phone #:** 720.300.5482

**Office Hours:** Can be determined as needed

**Days/Time Taught:** Fridays 3/1; 3/8; 3/15, 5-10 pm & Saturdays 3/2, 3/9, 3/16, 8:00 am-5:00pm

**Classroom #:** 2317

### Important Dates:

Beginning Date: 3/1/19

End Date: 3/16/19

Drop Date: 3/2/19

Withdraw Date: 3/11/19

### Course Information

#### Required Texts and Materials

Feldman, R.S., *Life Span Development, A Topical Approach 3<sup>rd</sup> ed*, Pearson Publishers

My Virtual Child/ Pearson MyPsychLab Can purchase online under "buy access")

Recommended: Any Collegiate Writing Manual with an APA Guided format.

#### Materials to Bring to EVERY class

A notebook (either loose leaf or a spiral with pockets), pad of *Post-It Notes*, hi-liter(s), and a way to record various activities on a calendar; either on paper, or a computer application on your phone or another technical device. **Also, pen, pencil, colored pen(s), and a flash drive or an account set up through "the cloud."**

### PSY235 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

1. Identify the biological factors associated with prenatal development.
2. Evaluate the environmental factors associated with prenatal development.
3. List and explain the physical factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
4. Compare and contrast the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
5. Discuss the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
6. Identify and discuss the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.

7. Examine and interpret the emotional factors associated with death and dying.
8. Identify and differentiate the psychosocial factors associated with death and dying.

### Course Policies

#### Class Schedule

**Note that the Class Schedule states the dates when your preparatory reading is due.** There will be some discussion; your participation will be welcomed, if not mandatory. The schedule is tentative; it may change at the discretion of the instructor or the needs of the students in this class. **It will be passed out separately on a colored piece of paper for easy access when needed.**

#### Grading

Your grade may be viewed under the “Grades” page of D2L. I also carry an Attendance/Gradebook that records your attendance and weekly progress; this is up to date bi-weekly. A= 90%-100%, B= 80%-89%, C= 70%-79%, D= 60%-69%, F= 59% or below. Because of the nature of this class, **attendance and participation will make up a good portion of a student’s total grade.**

#### Cell Phone Use

Cell phone use within my classroom is **not acceptable**. As you are physically attending a course for the benefit of face to face instruction and interaction with peers, **you are expected to be aware and attentive during class**. At times, a phone can be a useful tool, and may be used to gather information. **If you have the need to use your phone during class for emergency purposes, please leave the room.** If you do use your phone for non-academic purposes, be expected to be questioned in front of the class if you choose to do so.

#### Participation includes

Discussion, extra credit, extra effort where the class as a whole will benefit, volunteering for various tasks or small projects. **It demands for ability of all students to conduct themselves in a reasonable, adult manner with respect for oneself, the instructor and each other.** Please apply this same information to the before mentioned “Cell Phone Use” statement.

#### Attendance

**All students will be held to the following attendance rules: No more than two (2)-(4 hr blocks of time) absences will result in one full grade reduction. More than 2 of these absences will result in THE FAILURE OF THIS CLASS. There are few exceptions to this rule, e.g., death, birthing a child, or a day of a debilitating illness. A doctor’s excuse is not necessary. Your performance in class will make a difference. Any effort to remain in class above and beyond these absences may become a mutual agreement, but will rest solely on your academic shoulders.** Please evaluate your personal priorities before you request any exception to this rule. Thank you.

#### Late work

**I will accept late work for one week only.** If an assignment is late 1 -4 days, 5% loss of the total grade will be applied; 5 days - 8 days, 10% loss of the total grade will be applied. **NO PAPERS WILL BE ACCEPTED AFTER THIS ONE WEEK GRACE PERIOD.** Please, don’t even ask. See the exception to the Final Development Paper.

### Class Cancellation/Snow Policy

This could happen due to snowstorms. As I live in the mountains, weather in that location can be vastly different than that in the west side of the city. I will contact you ASAP by email, phone, or both if the class will be cancelled. **I will substitute that class with a lesson on D2L.** You will be instructed to go the D2L site to follow directions there. You may call or email me if you have any questions.

### Outside Resources

If you find yourself struggling with reading, writing, revising, or anything else in this class, please speak with me. I also encourage you to visit the **RRCC Writing Center** or the [online Writing Center](#) for help outside of class. The Writing Center is an invaluable resource for all RRCC students who have questions or concerns about their writing. Writing Center tutors are available to help student writers with writing assignments from any subject area at any stage of the writing process. RRCC has a First Year Experience (FYE) Office and a TRiO Student Support Services Office. RRCC also has counseling services available. See [RRCC Behavioral Health Services](#) for more information.

### Student Complaint Process

If you have a problem with the class, please try to resolve it with me, your instructor, first and foremost. If a meeting does not resolve your issue, or if you do not feel comfortable discussing the matter with me privately, contact Department Chair, Amy Buckingham: [Amy.Buckingham@rrcc.edu](mailto:Amy.Buckingham@rrcc.edu). If the Chairperson cannot resolve your issue, your next point of contact will be Dean Kelly Circle: [Kelly.circle@rrcc.edu](mailto:Kelly.circle@rrcc.edu).

### Course Schedule

**This schedule is tentative;** it may change in order to accommodate the needs of the class as a whole, or by discretion of the instructor. The syllabus is a strong guideline and not written in stone. **Note:** Reading assignments are due on the dates stated, meaning that you need to read and be prepared on that date.

---

**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**

---

Name (print below if your signature is illegible)

Date

Phone #

**MEETING DATES/COURSE OUTLINE:**

Date	Topic	Homework Assigned
March 1	Introductions and syllabi. Introduction to Human Growth and Development Realm Handout Text by R. Feldman Film: The Biology of Prenatal Development	Read Chapter 1 <b>Extra Credit Reaction Paper: Possible topic: Nature vs Nurture</b>
March 2	<i>MyVirtualChild</i> registration Genetics and reproduction Group Work: Bronfenbrenner's Systems Physical/and other forms of Growth Guest Speaker	<b>Read Chapters 2 &amp; 3</b>  <b>Turn in your Syllabus Contracts</b>
March 8	Cognitive Growth: Piaget and Vygotsky Cognition continued: Information Processing Language Development Parten's Types of Play	<b>Read Chapters 5-7</b> <b>Forum #1 (in class): Raised up to age 2 covering physical and cognitive growth</b>
March 9	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>	<b>Read Chapters 8 &amp; 9</b> <b>Forum #2 (in class): Raised from age age 6 language development and intelligence</b>
March 15	Adolescence Moral Development and Aggression Development of the Self Types of Tests Adult Development	<b>Read Chapters 10 &amp; 11</b> <b>Forum #3 covering psychosocial devel</b>  <b>You MUST turn in your Stages of Development Paper permission slip by this day! (If your participant is under the age of 18).</b>
March 16	Let's Eat! Assessments Gender and Sexuality Death and Grieving: The End of Life <b>All Extra Credit Due by Midnight!!!</b>	<b>Read Chapters 12 &amp; 15</b> <b>Forum #4 moral development</b> <b>Case Study Paper due by midnight March 17</b>

The information above may change due to discretion of the instructor. Students will be informed ASAP.