



Psychology 235.601: Human Growth & Development: GT-SS3

Course Outline and Syllabus

CONTACT INFORMATION

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Office Hours: By appt. I am on campus everyday and can make arrangements if needed.

COURSE INFORMATION

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

Semester: Spring 2020

Credit Hours: 3

Start and End Dates: 2/28/2020 – 3/14/2020

Days/Time Taught: **Fridays** 2/28, 3/06, 3/13; 5-10pm & **Saturdays** 2/28, 3/05, 3/14; 8:00 am-5:00pm

Classroom #: 1015

TEXT AND MATERIALS NEEDED:

- Feldman, R.S., Life Span Development, A Topical Approach 3rd ed, Pearson Publishers

Recommended:

- Any Collegiate Writing Manual with an APA Guided format.

COURSE DESCRIPTION:

Examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors. This is a Statewide Guaranteed Transfer course in the GT-SS3 category.

Prerequisites:

- ENG 090 or equivalent

REQUIRED COURSE LEARNING OUTCOMES:

1. Identify the biological factors associated with prenatal development.
2. Evaluate the environmental factors associated with prenatal development.
3. Identify and explain the biological 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. Explain the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
6. Identify and explain the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
7. Examine the emotional factors associated with death and dying.
8. Identify psychosocial factors associated with death and dying.

REQUIRED TOPICAL OUTLINE:

1. Prenatal development
 - a. Biological factors
 - b. Environmental factors
2. Infancy
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
3. Childhood
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
4. Adolescence
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
5. Young adulthood
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
6. Middle adulthood
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
7. Aging
 - a. Physical and cognitive factors
 - b. Emotional and psychosocial factors
8. Death and dying
 - a. Emotional factors
 - b. Psychosocial factors

REQUIRED GT-SS3 CRITERIA

GT-SS3: HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS CONTENT CRITERIA

Students should be able to:

- a. Develop knowledge of human behavior, including learning, cognition, and human development **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- c. Understand diverse perspectives and groups.

GT-SS3 COMPETENCIES & STUDENT LEARNING OUTCOMES

Competency: Critical Thinking:

Students should be able to:

- 1. Explain an Issue**
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2. Utilize Context**
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one's own and others' assumptions.
- 5. Understand Implications and Make Conclusions**
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Competency: Diversity & Global Learning:

Students should be able to:

- 1. Build Self-Awareness**
 - a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals,

groups, communities, or cultures.

2. Examine Perspectives

- a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. Address Diversity

- a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

METHODS OF CONDUCTING THE CLASS:

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

Journaling: 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. There will be 25 pts granted for group participation and 25 pts given for the completed journal.

Case Study/Stages of Development Paper: The purpose of this assignment is to test an adult (over the age of 18) to determine where they may be in terms of Erikson's psychosocial stages of development. **The goal of this paper is to understand how your subject may have grown developmentally and to get a better understanding of how development works.** Locate an adult between the ages 18 – 90+. Keep in mind the younger your participant, the less concrete some answers will appear.

The paper: The length requirement of this paper is 3-5 pages. In your paper, explain what stage of the theory is most important to your participant, what you did and how it directly relates to that part of the theory, what level you believe this individual is expressing according to the Erikson theory and why. Define everything as if the instructor has no idea what you are writing about. The paper must be written in 12 point legible font and double spaced. Please turn in all papers in the Assignment Box provided on D2L by midnight the day it is due.

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.*** Please do not be late to class. If you know you are going to be late, please inform me, via email, in advance.

This class will have potential blocks of time where every participating student will have the opportunity to gain 20 pts per block period (1 for Friday nights; 2 blocks on Saturdays) for a total of 180 attendance pts. If you miss for whatever reason, keep in mind your attendance pts will be effected.

Class Cancellation Policies: As we are in that worst of the winter season, we will work around any unforeseen weather and adjust the class accordingly. Also, I live in the mountains, and the weather may be very different up there than in the west side of the city. Again, we will adjust accordingly if needed.

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. IF you miss a scheduled opportunity to gather the 25 pts in group exercises, there is a way to gain extra credit:

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: [RRCC Student Email](http://www.rrcc.edu/admis/studentemail.html) [http://www.rrcc.edu/admis/studentemail.html].

I prefer that you email me at 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.**

GRADING

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

IMPORTANT DATES

STUDENTS: PLEASE VERIFY THE SPECIFIC DROP AND WITHDRAW DATES FOR THIS COURSE IN YOUR “[Detailed Student Schedule \(with Drop-Withdrawal Dates\)](https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSchd)” LINK IN THE ROCK, UNDER THE STUDENT TAB
(https://erpdnssb.cccs.edu/PRODRRCC/wt_student_sched.P_DisplayStudentSchd)

DROP/Census Date (last day to drop with a refund)

This is the last day you can remove yourself from this class without having to pay for the class and without the class showing on your permanent student record. If you are considering dropping the class, please talk to your instructor first. If you are on financial aid, you should also consult a financial aid advisor before dropping a class. All students are encouraged to see an academic advisor about how dropping may affect their goals.

Withdraw date (last day to withdraw with a “W”)

This is the last day you can remove yourself from this class and receive a “W” for the class instead of a grade. You are responsible for payment. If you are considering withdrawing from the class, please talk to your instructor first. If you are on financial aid, you should consult a financial aid advisor before withdrawing from a class. All students are encouraged to see an academic advisor about how withdrawing may affect their goals.

RRCC Syllabus Insert – REQUIRED and Additional Information

All students are required to be familiar with the information contained in the RRCC Syllabus Insert document. In addition to your instructor reviewing the required content in class, the RRCC SYLLABUS INSERT can be found as an announcement on all D2L landing pages (where you have access to all of your courses) and in the “Student Help” pull-down menu.

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.

Name	Date	Phone Number
(Print)		
(Sign)		

MEETING DATES/COURSE OUTLINE

Date	Topic	Homework Assigned
Feb 28	<ul style="list-style-type: none"> • Introductions and syllabi. • Introduction to Human Growth and Development • Group Work: Bronfenbrenner's Systems • Film: The Biology of Prenatal Development 	<ul style="list-style-type: none"> • Read Chapter 1 • Extra Credit Reaction Paper: Nature VS Nurture
Feb 29	<ul style="list-style-type: none"> • Journal Review of Theories and Processes of HG&D. • Genetics and reproduction • Physical/and other forms of Growth • Guest Speaker 	<ul style="list-style-type: none"> • Read Chapters 2 & 3 • Turn in your Syllabus Contracts
March 6	<ul style="list-style-type: none"> • Cognitive Growth: Piaget and Vygotsky • Cognition continued: Information Processing • Language Development 	<ul style="list-style-type: none"> • Read Chapters 5-7 • Extra Credit Reaction Paper: Testing your IQ
March 7	<ul style="list-style-type: none"> • Intelligence • Psychosocial development: Social and Emotional Development • Group Work: Erikson worksheets • Stages of Development Paper assigned • Paper due Sunday February 25 by midnight 	<ul style="list-style-type: none"> • Forum #1 Journal 1 & 2 (in class): Covering physical and cognitive growth, language development, and intelligence • Read Chapters 8 & 9
March 13	<ul style="list-style-type: none"> • Parten's Types of Play • Adolescence • Moral Development and Aggression • Development of the Self • Types of Tests 	<ul style="list-style-type: none"> • Read Chapters 10 & 11 • Extra Credit: Child, Adolescent, Adult/Moral Development • Extra Credit Reaction Paper: Current Event related to Psychsocial issues found in <i>Ted Talks</i>.
March 14	<ul style="list-style-type: none"> • Let's Eat! • Gender and Sexuality • Death and Grieving: The End of Life • All Extra Credit Due by Midnight!!! 	<ul style="list-style-type: none"> • Forum #2 (in class): Journal 3 & 4: Up to the <i>to age 18</i> covering psychosocial and moral development, etc. • Read Chapters 12 & 15 • Case Study Paper due by midnight March 14

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