

PSY 205: Human Development Syllabus
ANDERSON UNIVERSITY – SOUTH CAROLINA

I. COURSE INFORMATION	<p>Course Title and Section: PSY205: Human Development</p> <p>Credit Hours: 3</p> <p>Course Description: This course is intended to be an introduction to theories and processes of human development as it occurs across the lifespan (prenatal – death). Emphasis is placed on current theory and research on aspects of physical, cognitive, linguistic, emotional, and social development. By examining these facets of development, students will learn and understand more about themselves and others.</p> <p>Prerequisites: PSY 101</p>
<p>About the Course: This is a <u>fully online</u> course. The due dates for assignments, papers, and discussions will be posted on Canvas, so make sure to check in and participate in our course site regularly (at least three times per week).</p>	
II. REQUIRED MATERIALS	<p>Software: Canvas (online course management software)</p> <p>Note: This course covers a great deal of material, and your success is heavily dependent on your ability to process and comprehend required readings and lecture material independently. Having and reading the required text will be critical, especially given the online format of the course. Textbooks can be purchased (new or used) from the campus bookstore, online, or from previous students. You may also be able to purchase access to an electronic version of the material. Past students <u>overwhelmingly</u> cite reading the textbook as being key to their performance in the class.</p>
Technology Expectations:	<p>Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.</p>
Online Time Expectation:	<p>In college classes, there is a general expectation that learners will need to spend <i>two hours out of class for every hour in the classroom</i>. Therefore, in an online 7-week class, you should expect to work on your course for a minimum of 20 hours each week. Essentially, it should be a part-time job.</p>
Learner Expectations:	<p>In your online courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities and online discussions, and complete assignments and assessments. You are</p>

	<p>expected to complete all assignments, quizzes, tests, and any other activities by their specified due dates.</p> <p>Do <i>not</i> hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using email and Canvas well in advance of any relevant due dates. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.</p>
GETTING STARTED:	<p>I have tried to make the online format for this course as straight forward as possible. On Canvas, you should access course content via the “Modules” tab. There, you will see that each week of the course has its own module. All readings, lectures, discussion posts, and quizzes are to be completed (sequentially) by the end of the specified week. On completion of one weekly module, the next will become available to you. Pre-requisites and requirements have been put into place to help ensure that material is being addressed at a steady pace and in the intended sequence. Typically, readings and quizzes are to be completed from 12:00am Sunday to 11:59pm Saturday. Exams and Demi-exam 1 are scheduled in 24-hour blocks.</p> <p>In addition to the weekly modules, you will find an additional module, entitled “Self-paced material.” This includes material from Chapter 26 (Epilogue: Death & Dying), which is to be completed at some point during the course at your discretion. The material and submission links will remain available throughout the course. Written and reflection assignments (article critique, application reflection, and video reflection) can also be found in this module, as they have flexible due dates as well. This is intended to allow for some flexibility in pacing to accommodate your schedule. However, it is recommended that one be disciplined and complete/submit material regularly. Suggested due dates can be found on the Course Schedule below.</p>
III. COURSE PURPOSE, GOALS, AND OUTCOMES	<p>Course Purpose & Goals: This course is designed to provide students with a broad overview of normative human development across the lifespan (prenatal to death). Throughout the course, students should aim to gain factual knowledge (including terminology and methods), become familiar with the fundamental principles and theories of human development, and apply this new understanding to developmental contexts in the “real world.”</p> <p>Course Outcomes: On completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • Describe the various areas of development (biosocial, cognitive, psychosocial, etc.) across the lifespan • Identify and understand the major theories of human development (e.g. psychosocial, moral, ecological, socio-cultural, cognitive), as well as their unique perspectives on development

	<ul style="list-style-type: none"> • Appreciate both normative trends and patterns of development, as well as the ways in which individuals and groups may differ from those norms. • Evaluate and discuss the various developmental stages, periods, and tasks that are experienced across the lifespan, particularly from an Eriksonian perspective. • Integrate and apply the above to the life experiences (past, present, and future) of themselves and others.
IDEA Student Learning Outcomes:	<ul style="list-style-type: none"> • Gaining factual knowledge (terminology, classifications, methods, trends) • Learning fundamental principles, generalizations, or theories • Learning to apply course material (to improve thinking, problem solving, and decisions) • Developing specific skills, competencies, and points of view needed by professionals in related fields
IV. CONTENT OUTLINE AND METHODS OF INSTRUCTION	<p>Content Outline: This course is arranged topically, examining development across the lifespan from three distinct perspectives: Biosocial, Cognitive, and Psychosocial. Each unit will begin with development in infancy and progress chronologically through old age (infancy, early childhood, middle childhood, adolescence, emerging adulthood, midlife, and old age). Note that this approach necessitates covering the textbook chapters “out of order.” Be sure to pay attention to the chapters specified on Canvas to ensure that you are reading and studying the intended material.</p> <p>In addition to the three larger units, students will also be introduced to developmental theory and principles, development as a science, pre-natal development, and death/mourning. These topics will be addressed independently from the three larger units, and will be assessed via two separate “Demi-exams.”</p> <p>Method(s) Of Instruction: For this course, lecture notes, discussion board posts, videos, and written work will be utilized. Active participation is required. All information presented in lecture, required reading, or posted videos is potential exam material.</p> <p>Note: There are some students who are able to pass this course without reading the textbook. Do not assume you will be one of these students. It doesn’t happen frequently, requires a great deal of focus on lecture material, and rarely results in an A (especially in an online class). <u>Much</u> more common are students who are able to learn the material by being disciplined in their attention to lecture material, assigned readings, and independent study efforts.</p>

**V. METHODS OF
ASSESSING
ACHIEVEMENT
OF LEARNING
OUTCOMES**

Discussion Posts (25 at 3 points each = 75 total points)

As they read the assigned chapter and review the lecture materials, students will be expected to contribute to ongoing discussion boards on Canvas. Here, students will be able to reflect on questions posed by the instructor, communicate with one another to clarify concepts, and practice integrating and applying course material. Students are expected to make at least one substantial contribution to the discussion board **per chapter**. Posts will be evaluated based on quality, relevance, and contribution to the learning community.

Chapter Quizzes (25 at 10 points each = 250 total points)

After each chapter, you will be tested on your understanding of various concepts and ideas covered in lecture and in your textbook. These quizzes are comprised of fill-in-the-blank questions, true/false, and multiple choice questions. Reading your textbook, participating in discussion, and engaging with the material will be critical if you want to do well on these quizzes. Chapter quizzes must be completed before moving on to the following chapter.

Unit Exams (3 at 100 points each = 300 total points)

There will be three unit exams (Biosocial, Cognitive, Psychosocial) that will cover information presented in lecture and through assigned readings. The majority of each exam will come from information that is presented, discussed, or somehow covered in lecture. However, I reserve the right to include material from the textbook that may have come up in the lecture or discussions. Exams will be worth 100 points and consist of multiple choice, fill in the blank, and true/false questions. Each exam will be available for a 48-hour period, specified on Canvas. Once opened, you will have one hour to complete the exam. You will only be allowed to access the exam once, so be sure you are in an environment suitable for test-taking. You are free to utilize your textbook, lecture materials, and notes during exams, but be mindful of the time limit. Correct answers will be made available to you after the exam deadline has passed. For this reason, you are expected to take all the exams as scheduled—make up exams will not be given.

Tip: Simply “understanding” the lectures & readings is insufficient. Students who merely feel comfortable with the material are often only able to recognize course concepts, not produce or apply them. Overlearn the material to perform well on the test. Prepare for exams with self-testing or working with a study partner. Practice by explaining key terms/concepts to others.

“Demi-Exams” (2 at 25 points each = 50 total points)

Rather than being included in the larger unit exams, information in Chapters 1-4 and 26 will be covered in two separate, smaller “Demi-Exams”.

Cumulative Final (100 points)

Shortly after the last class “meeting,” a mandatory and comprehensive Final Examination will take place. It will include multiple choice, true/false, and fill-in-the-blank items, and will cover all material presented during the term.

Article Critique (25 points)

Students will find, read, summarize, and critique one peer-reviewed research article on the developmental topic of your choice. More information will be made available on Canvas.

	<p><u>Application Essay (25 points)</u></p> <p>Students will write a brief essay in which they apply developmental themes and theories discussed in class to their own development. Students will be asked to reflect on ways in which these concepts apply to their own past development, ways in which they anticipate them being relevant to their continued development, and how they might apply their knowledge of development in a professional context. More information will be made available on Canvas.</p> <p><u>Video Reflection (25 points)</u></p> <p>Students will watch one of two documentaries made available on Canvas (“Choosing to Die” or “I Helped My Daughter Die”). After watching, students will reflect on the situations and concepts brought up in the film, applying course material and concepts. More information will be made available on Canvas.</p> <p>Note: these films deal with difficult material that students may find upsetting or emotional. Please allow for ample time to view, process, and reflect.</p> <p><u>Bonus Assignment</u></p> <p>Students may have the opportunity to complete an additional writing assignment for bonus points. More information will be made available on Canvas.</p>
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VI. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES

Grading Policy

You have the opportunity to earn a total of 850 points in this class. Your letter grade will be based upon the total number of points you accumulate in this class. The Behavioral Sciences Department uses a 10-point scale to assign grades, according to the scale below. Department policy does not allow for “rounding up” grades in the xx.5 - xx.9 range. Thus, grades will be assigned as follows:

765 - 850	=	A	(90% - 100%)
680 - 764.9	=	B	(80% - 89%)
595 - 679.9	=	C	(70% - 79%)
510 - 594.9	=	D	(60% - 69%)
0 - 509.9	=	F	(0 - 59%)

Grade Clarification/Dispute

Should students have questions about their grades on exams, papers, etc., they are to submit their concern to the instructor via email within one week of when the grade was assigned. An appointment will then be made to go over the material and discuss the earned grade. After this time, although students may ask for and receive clarification about grades, they will not be eligible for grade adjustments.

Late work

Assignments are due by the deadlines stated on Canvas—typically by midnight on the given due date. Assignments turned in after the deadline are considered late and will automatically receive a 20% point deduction. Assignments submitted more than 24 hours after the deadline will not be accepted. If you know you will have difficulty being online the day an assignment is due, complete the work prior to the deadline or it will be subject to the late policy. All course lectures and quizzes are available to you from Sunday –Saturday, so there should be ample time to work around your other obligations. Similarly, exams will be available for 48 hours to allow for some flexibility in timing. To avoid being penalized due to last-minute emergencies, you must plan ahead.

EXCEPTION to late policy: Exams cannot be taken after the stated deadline. Make every effort to complete exams during the designated window.

STUDENT FEEDBACK	<ul style="list-style-type: none"> • Students can expect the instructor to respond to emails with 24 hours during the work week. Emails sent over the weekend may take longer to receive a reply. • Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas gradebook within 7-10 days after the due date (depends upon scope and nature of the assignment as well as length of course). • Students will be able to access reasonably current grades at any time during the course by logging into Canvas (located in the online course on the left control panel).
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VII. COMPUTER AND INFORMATION TECHNOLOGY USAGE

University Email: All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail daily while enrolled in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse

Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions for more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <http://aumobile.andersonuniversity.edu/auonline>

CIDL Phone: (864) 231-2199

VIII. COURSE POLICIES

Academic Dishonesty: Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed

description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/uploadedFiles/Studentlife/student-development-guide.pdf>

Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/success.aspx>) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

IX. LEARNING FACILITIES AND RESOURCES AVAILABLE

Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m. to 5:00 p.m.; Saturday - 11:00 a.m. to 5:00 p.m.; and Sunday - 3:00 p.m. to midnight (Closed on all university holidays.) (<http://www.andersonuniversity.edu/library.aspx>)

Computer Labs located in Vandiver (first floor) and Bunton (Thrift Library basement)

The **Center for Student Success** is located in Student Center, adjacent to post office, under the green awning. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/success.aspx>