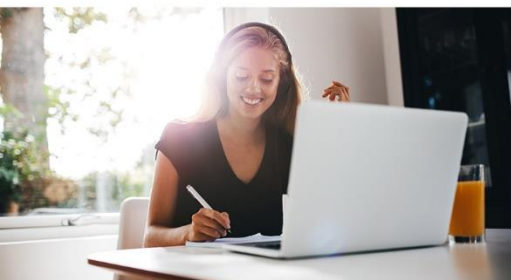
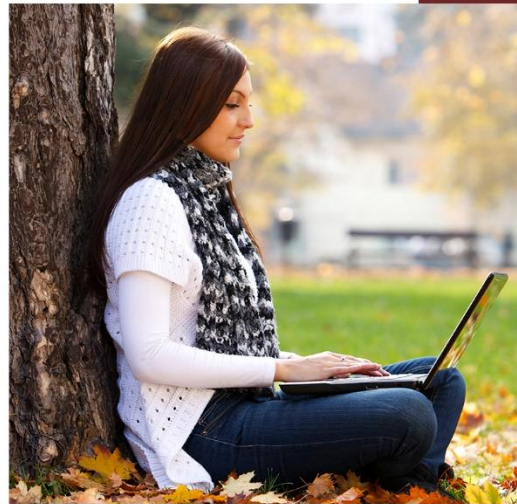
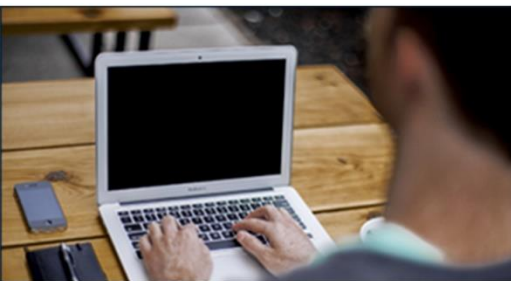
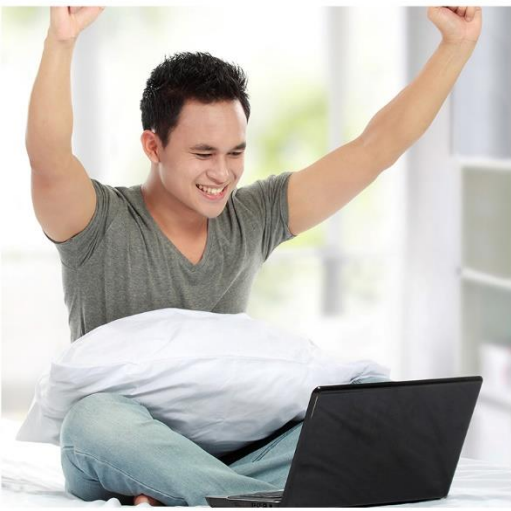


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



**PSYC 301 Human Development
Fall 2020**

PSYC 301 Human Development

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Lifespan is an integrative approach to psychosocial development which emphasizes the interdependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death.

Prerequisite

PSYC 101 Introduction to Psychology or written permission of the teacher.

Required Text/Material

Berger, Kathleen, *Invitation to the LifeSpan (Loose Leaf) with DSM5 Update, 3rd edition*, and LaunchPad Access Card, 2016, Macmillan Education, ISBN 978-1319061784.

Videos:

- *Fearfully and Wonderfully Made* by Answers in Genesis.
- *Parental Guidance*, 2012, 20th Century Fox.

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 11.25 hours each week. You'll spend your time reading course materials, completing Launch Pad learning curve assignments and quizzes, watching Video Assignment, and writing final play

A recommended weekly schedule to divide your time is provided:

Readings: 3.5 hours
Lectures: 2.5 hours
Interactive Discussions: 1.5 hour
Quizzes: 1.25 hour
Weekly work on Final Paper: 1 hour
Studying for Upcoming Exams: 1.5 hours

Course Learning Outcomes

The psychology program in the Behavioral Sciences Department has the following specific student learning outcomes:

SCIENTIFIC INQUIRY AND CRITICAL THINKING

1. Students will think critically about human thought and behavior in individuals, sociocultural, and ecological systems.
2. Students will select credible sources of evidence from the psychology.
3. Students will conduct effective research projects from design through data interpretation.

ETHICAL AND SOCIAL RESPONSIBILITY

4. Students will apply ethical standards to scholarship and practice.
5. Students will apply principles and skills from the behavioral sciences to serve their communities.

COMMUNICATION

6. Students will write effectively about theories, data, and practice in the behavioral sciences.
7. Students will speak effectively about theories, data, and practice in the behavioral sciences.

PROFESSIONAL DEVELOPMENT

8. Students will prepare a professional plan for life after graduation.

FAITH AND LEARNING

9. Students will apply principles from the behavioral sciences to understand and influence the development of faith across the life span.

Implicit in each of these outcomes is the goal of mastering key themes in psychology and knowledge of the specific content domains inherent in this course.

This course will focus on your development related to student learning outcomes (SLOs) 1, 2, 3, 4, 6 & 9. Upon completing this course successfully, you should be able to:

Course Objectives	SLO(s)	Assessment(s)
1. Demonstrate an understanding of major theories of development, and be able to critically analyze their contributions to the field, including analysis of contemporary issues in society.	1, 2	Exams (K) Paper (K, A, S)
2. Analyze the dynamic nature of development over the course of people's lives, from conception to death, including biological, cognitive, and psychosocial contributions	1, 3	Exams (K) Paper (K, A, S)
3. Explain how research contributes to our knowledge about development and use this information to investigate topics that are interesting to you	2, 3	Exams (K) Paper (K, A, S)
4. Identify and utilize ethical standards for research and practice in human development	4	Exams (K)
5. Communicate effectively through written work about theories and practice in the science of human development	6	Paper (K, A, S)
6. Discuss the role of faith and faith development across the lifespan	9	Exams (K)

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include watching lectures (note-taking is encouraged), completing learning curves and chapter quizzes, textbook readings, watching and responding to videos, a final term paper with an outline due mid-semester, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Launch Pad Learning Curve Assignments and Quizzes

You are required to complete 16 LAUNCHPAD learning curve assignments and their associated quizzes. All learning curve assignments and quizzes are worth up to five points. These will be completed in the LAUNCHPAD program, and your grades will be recorded on LearningHub (LH).

Video Assignments/Discussion Forums

You are required to watch 4 videos and 2 TED talks listed on LH. After watching these videos, you will use the discussion board on LH post your reactions to the films. Each initial reaction you post can earn you up to 5 points. You can earn a total of 30 points for successfully completing this assignment. For more detail information about discussion forums, please see below:

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post about your reactions to the film and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Final Paper

The final paper is on a book based on a true story that focuses on a developmental stage in this class. This assignment requires you to submit your book choice early on in the semester, as well as a detailed outline and your final paper before the end of the semester. For your final paper, please submit an electronic copy through “TurnItIn” on LearningHub.

Rubrics

Video Assignments/Discussion Forums Rubric

Criteria	Exceptional	Very Good	Acceptable	Needs Improvement
Quality	All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	Less than half of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	No posts use course terms and concepts accurately, focus on the topic, or show critical thinking.
Community	All posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Majority of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Less than half of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	One or more posts violate Mutual Respect Policy and/or no posts expand discussion.
Citation	All posts use accurate citation in APA format where appropriate.	Majority of posts use accurate citation in APA format where appropriate.	Less than half of posts use accurate citation in APA format where appropriate.	One or more posts are plagiarized. <i>[This may be grounds for a zero!]</i>
Length	All posts are a reasonable length (250-300 words).	Majority of posts are a reasonable length (250-300 words).	Less than half of posts are a reasonable (250-300 words).	All posts fail to meet word limit.

Final Paper Rubric

Please see LearningHub for the guidelines and rubric to develop both the draft/outline paper and final paper.

Exams

There are two exams in this course. The midterm exam covers material from Chapters 1-8, is made up of multiple-choice questions and is worth 105 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from Chapters 9-16, is made up of multiple-choice questions and is worth 105 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	Lesson 1: The Science of Human Development Watch Lecture #1	Ch. 1: The Science of Human Development	Learning curves & quiz 1 Video #1: Fearfully and Wonderfully Made Discussion Forum #1: Fearfully & Wonderfully Made Due Thursday, Sept 3, 11:55pm	SLO 1-6
2 Aug 28 – Sept 3	Lesson 2: From Conception to Birth Watch Lecture #2	Ch. 2: From Conception to Birth	Learning curves & quiz 2	SLO 1-6
3 Sept 4 - 10	Lesson 3: The First 2 years - Body and Mind Watch Lecture #3	Ch. 3: The First 2 years - Body and Mind	Learning curves & quiz 3 Submit Book Selection	SLO 1-6
4 Sept 11 - 17	Lesson 4: Fearfully and Wonderfully Made - The Social World Watch Lecture #4	Ch. 4: The First 2 Years - The Social World	Learning curves & quiz 4 Book Selection for Final Paper	SLO 1-6
5 Sept 18 - 24	Lesson 5: Early Childhood Development - Body and Mind Watch Lectures #5	Ch.5: Early Childhood - Body and Mind	Learning curves & quiz 5	SLO 1-6
6 Sept 25 – Oct 1	Lesson 6: Early Childhood Development - The Social World Watch Lectures #6	Ch. 6: Early Childhood - The Social World	Learning curves & quiz 6 Video #2 -TED talk Discussion Forum #2: Ted talk	SLO 1-6
7 Oct 2 - 8	Lesson 7: Middle Childhood Development - Body and Mind Watch Lecture #7	Ch. 7: Middle Childhood - Body and Mind	Learning curves & quiz 7	SLO 1-6
8 Oct 9 - 15	Lesson 8: Middle Childhood Development - The Social World Watch Lecture #8	Ch. 8: Middle Childhood - The Social World	Learning curves & quiz 8	SLO 1-6
PROCTORED MIDTERM EXAM Chapters 1-8				
9 Oct 16 - 22	Lesson 9: Adolescence - Body and Mind Watch Lecture #9	Ch. 9 : Adolescence - Body and Mind	Learning curves & quiz 9 Video #3 TED talk Discussion Forum #3: Ted talk	SLO 1-6
10 Oct 23 - 29	Lesson 10: Adolescence - the Social World Watch Lecture #10	Ch. 10: Adolescence - The Social World	Learning curves & quiz 10 Detailed Outline for Final Paper	SLO 1-6
11 Oct 30 – Nov 5	Lesson 11: Emerging Adulthood Watch Lecture # 11	Ch. 11: Adulthood - Emerging Adulthood	Learning curves & quiz 11	SLO 1-6

Week	Lessons	Readings	Assignments	Outcomes Met
12 Nov 6 - 12	Lesson 12: Adulthood - Body and Mind Watch Lecture #12	Ch. 12: Adulthood - Body and Mind	Learning curves & quiz 12	SLO 1-6
13 Nov 13 - 19	Lesson 13: Adulthood - The Social World Watch Lecture #13	Ch. 13: Adulthood - The Social World	Learning curves & quiz 13 Video #4 - Parental Guidance Discussion forums #4: Parental Guidance	SLO 1-6
14 Nov 20 - 26	Lesson 14: Late Adulthood - Body and Mind Watch Lecture #14	Ch. 14: Late Adulthood - Body and Mind	Learning curves & quiz 14 Video # 5 The Adventists Discussion Forum #5: The Adventists	SLO 1-6
15 Nov 27 - Dec 3	Lesson 15: Late Adulthood - The Social World Watch Lecture #15	Ch. 15: Late Adulthood - The Social World	Learning curves & quiz 15 Submit Final Paper Due Friday, Nov 27, 5:00pm	SLO 1-6
16 Dec 4 - 10	Lesson 16: Death and Dying Watch Lecture # 16	Epilogue: Death and Dying	Learning curves & quiz 16 Video #6 The Suicide Tourist Discussion Forum #6	SLO 1-6
	PROCTORED FINAL EXAM Chapters 9-15 and epilogue (Needs to be completed by Wednesday, December 9, 11:59pm)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Activity	%
Launch Pad Assignments	25
Video Responses	10
Final Paper	15
Mid-Term Exam	25
Final Exam	25
Total	100%

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies**Withdrawal and Incomplete Policies**

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.