CATAWBA
Established in 1851

PSYC 2345- Human Development
Course Syllabus: Summer 2018

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Location and Time: Online TBA *See course schedule at end

Course Description
A survey of the important methods, theories, themes, issues and research findings in the field of lifespan developmental psychology.

Delivery Method
This is an online course with assignments being due by Monday evenings at 11:59pm in Blackboard. Online class attendance is monitored through participation in Blackboard by submitting assignments and participating in the discussion board.

Student Learning Outcomes
The purpose of this course is to enable the student to:

1. Identify periods of development according to a lifespan perspective.
2. Demonstrate critical thinking skills regarding the physical, cognitive, and socioemotional development of humans across the lifespan and identify similarities and differences that occur as humans evolve from conception throughout life.
3. Apply the knowledge of human development across the lifespan to a variety of settings.

The course is designed to assist students in developing a knowledge base of lifespan development to be able to think critically regarding physical, cognitive, and social-emotional development. Instructional methods and activities will include mini lecture/discussion, problem-solving scenarios, blackboard discussions and assignments, and individual presentations.

Materials
Text: *Psychology for Development Through Life: A Psychosocial Approach* (13th Edition)
Authors: Barbara M. Newman & Philip R. Newman
Student Edition: ISBN: 978-1-337-09814-4 Loose-leaf Edition: ISBN: 978-1-337-11872-9

Academic Dishonesty
Students caught cheating in any form is subject to an "F" in the course and/or disciplinary action by the college. This pertains to all coursework, including tests, projects, in-class activities, online activities and presentations. *See honor code later in syllabus.

Policy for Professor Absence or Inclement Weather
In the event that Catawba's classes are canceled, the online section of the course will meet as scheduled in Blackboard since travel is not necessary.

<u>**Participation, Professionalism & Attendance**</u>
- **<u>Participation</u>**: In response to reading assignments, students will participate in online discussions dealing with course-related topics with other students. Discussions will take place in the discussion board forum in the Blackboard course. All pre-assigned reading should be completed prior to the discussion assignment. Lack of participation in any area **will result in a deduction of points.** Points vary according to the activity.
- **<u>Professionalism</u>**: Professionalism is a required component of all coursework. Professionalism is displayed through being prepared for class, reading all course documents, being able to locate resources independently, turning in assignments on time, communicating appropriately in person and online with others (students, instructors, community contacts), completing your own work and handling conflicts appropriately. Students are required to display high levels of professionalism. Any student not adhering to professional standards may be asked to drop the course with an automatic reduction in the course grade or possible failure.
- **<u>Attendance</u>**: Online attendance is imperative to your success in this course due to the limited timeframe and level of assignments. **Absences will result in a deduction of points to the next letter grade.** Catawba professors retain the right to fail any student who is absent from 25% of class sessions. *This policy is in the college catalog.* For this course, missing more than 2.25 classes cumulative can result in a grade of "F", so full participation is imperative. Failure to submit online assignments by the stated due date as part of an online session is considered an absence for that session. Each student is personally responsible for checking **Catawba Email** and visiting Blackboard at least three times a week for changes and updates to assignments. Classes are posted by 9am on the day of the online class. Some assignments will have a timed aspect where students must complete an assignment by a particular time that day or a following day. The timely submission of these activities is counted as the attendance in class for that session. Students who miss an online session may or may not be able to participate depending on the nature of the assignment. Failure to sign in Blackboard <u>on the day of an online session</u> will count as an absence. Dates of online sessions are indicated in the syllabus.

<u>**Assignments**</u>
Assignments in this course are designed to apply new knowledge through questions, scenarios and activities. This course is designed as an application-based course where students will have opportunities to interpret information in the area of human development and determine how to apply strategies in a variety of environments.

- **Case Study Reflections**
  - These assignments require application of course concepts and theories to real world situations in the form of a case study. All reflections will be in essay format using Microsoft Word to be uploaded and opened in Blackboard. Reflections will be submitted under the **Assignments** area in the course.
- **Discussion Forums**
  - Discussion questions will guide the group collaboration related to particular topics. Discussion forum posts should always be supported by research and should prompt further discussion. Students are required to make no less than 3 posts per discussion. Initial posts will be due on the first day of the assignment with alternate posts being due on subsequent days. Discussion posts will be submitted under the **Discussion Forum** area in the course.

Discussion forum comments will be graded as follows:

- EXCELLENT COMMENTS - "A" contributions
  Comments are thorough, direct, thoughtful and well-reasoned. The student creatively synthesized information from their own experiences and material from various sources, including the textbook. The student used constructive feedback and clarified previous comments, when needed. Questions asked were based upon careful reading of the text or input of another student. Additionally, the responses provided feedback to many submissions and to other students' comments.
- GOOD COMMENTS - "B" contributions
  Responses are thorough and direct, but not exemplary. The responses to others were satisfactory, but not extensive. The comments referred to the textbook with some synthesis of relevant personal experience to elaborate on the textbook information.
- FAIR COMMENTS - "C" contributions
  The quality of responses are not well thought out or complete. Comments may be opinions not supported by additional material.
- POOR COMMENTS - "D" or "F" contributions
  Responses are insufficient to address the assignment questions and/or unclear and do not directly address the topic. No credit will be given for comments that are minimal or inaccurate. Comments that are vague, such as: "Good job!" or "What she said", or "I agree" will not be considered for evaluation.

- **Lifespan Synthesis Project**
  o This final project will be the culminating project that combines all of the concepts learned about human development across the lifespan into a relevant digital presentation. More detailed instructions will be provided in Blackboard. The final presentation will be submitted under the **Discussion Forum** area in the course to promote interactive discussion during the presentations.

Important Guidelines
- Assignments will be graded for content, spelling, and grammar. Assignments should be written in complete sentences using paragraph form. Assignments should be double-spaced with one-inch margins and use a 12-point font. In-text citations and a reference page (in APA format) should be included when citing information from any source.

- All documents should be saved in one of the following formats: .doc, .docx, .pdf. Assignments saved in a format that cannot be opened will receive a grade of zero. If using Pages on a Mac, files must be saved as one of the aforementioned formats or they will not be able to be viewed. Students should not submit items in the "comments" area of the assignment module. Documents should be attached in one of the approved formats to be accessed.

- Assignments should be submitted in Blackboard. No assignments are accepted through email. A backup plan should be in place for computer failure and/or Internet outage. Technology issues will not provide an opportunity to submit late assignments. However, in the event of a college wide Blackboard or Internet outage occurring on a due date, alternative arrangements will be made for the entire class.

Communication Guidelines
There are clear guidelines for communicating within the course.
- **Online**: In addition to using correct grammar in discussion boards, confidentiality is expected when discussing sensitive information.
- **Contacting the Professor**: Part of professionalism is demonstrating the ability to read course materials and find answers independently, but at times a student may have a specific question that needs to be addressed. Students are encouraged to ask questions for clarification after they have thoroughly read and reviewed all course materials. This course utilizes a "Question and Answer" discussion board for posting general questions about assignments. For further clarification, phone conferences can be scheduled through the Catawba email address.

Grading

Case Study Reflections	**150pts**
Discussion Forums	**150pts**
Lifespan Synthesis Project	**200pts**
Participation, Professionalism and Attendance	**100pts**
	600 Points

Grading Scale

A	97-100	**600-582 Points**	C	79-82	**497-474 Points**
A-	93-96	**581-558 Points**	C-	77-78	**473-462 Points**
B+	91-92	**557-546 Points**	D+	75-76	**461-450 Points**
B	87-90	**545-522 Points**	D	72-74	**449-432 Points**
B-	85-86	**521-510 Points**	D-	70-71	**431-420 Points**
C+	83-84	**509-498 Points**	F	Below 70	**419 Points** or less

Academic Honor Code
- Students are expected to adhere to the academic honor code.
- ***All students of Catawba College are expected to be familiar with the academic honor code policies outlined in the college honor code. See excerpt below:***
  "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal. On my honor, I have not violated the Honor Code in completing this work."
- Effective with the 2016/17 academic year, there are significant changes in the policies and procedures for dealing with violations of the Catawba College Honor Code:
  - Individual faculty members determine the consequences for violations in their courses, which may range from a 0 on an assignment, to an additional partial or full-letter final grade reduction, to an "F" in the course.
  - A second violation of the Honor Code—*in any course*—results in a hearing with the Honor Board. The Honor Board may assign additional penalties—up to and including suspension from the College—as it sees fit. Typically, a second violation leads to suspension for the remainder of the semester in which the violation occurs, an "F" in the course in which the violation took place and a "W" in all other classes. Suspended students must apply for re-admission to the College and be approved by the Honor Board. The Board and Associate Provost for Student Academic Success maintain detailed records of all Honor Code violations and subsequent hearings and penalties.

Late Work and Errors Policy
- Any assignment submitted past the due date time will have 10 points automatically deducted. Any discussion board assignment posted late will only have the opportunity to earn half credit if submitted by the extended deadline. *Some assignments will not be able to be accepted late, so check before submitting.
- Students should be submitting their best work that has been proofed and is free from typographical or grammatical errors. If an assignment has several errors then the instructor will suspend grading and send back to the student for correction. The student will have one day to resubmit the corrected work for an automatic deduction of 10 points for late submission. Be sure to proof your work before submitting.

TENTATIVE Course Outline and Schedule

Date	Topic	Reading	Assignments
Class Session 1 **6/11/18**	• Introductions • What to Expect • Overview-Why Study Human Development • Major Theories	Chapters 1-2	**Blackboard Introductions** **Discussion Board**
Class Session 2 **6/18/18**	• Psychosocial Theory • Pregnancy • Prenatal Development	Chapters 3-4	**Discussion Board** **Case Study Reflection 1**
Class Session 3 **6/25/18**	• Infancy • Toddlerhood • Early School Age	Chapters 5-7	**Discussion Board**
Class Session 4 **7/2/18**	• Middle Childhood • Early Adolescence • Later Adolescence	Chapters 8-10	**Discussion Board** **Case Study Reflection 2**
Class Session 5 **7/9/18**	• Early Adulthood • Middle Adulthood	Chapters 11-12	**Discussion Board**
Class Session 6 **7/16/18**	• Later Adulthood • Elderhood	Chapters 13-14	**Discussion Board** **Case Study Reflection 3**
Class Session 7 **7/23/18**	• Understanding Death, Dying and Bereavement	Chapter 15 Online Article	**Discussion Board**
Class Session 8 **(Friday) 7/27/18**	• Lifespan Review and Application	Online Article	**Lifespan Synthesis Project Presentations**

*Syllabus is subject to change