

Central Christian College of Kansas

Title: Human Growth and Development

Code: SS-PY 201

Credits: 3

Prerequisites: No

This course will introduce you to the basic principles and theories related to the science of human development. You will be introduced to the physical, cognitive, and psychosocial developmental issues related to each stage of human life. Particular attention will be given to Genetic and Environmental Issues, Prenatal Development and Birth, Physical Development, Perception, Cognition, Memory, Intelligence, Creativity, Language and Education, Personality, Self-perception, Gender Roles, Sexuality, Morality, Social Cognition, Attachment, Family, Psychopathology, and Death.

Course Objectives:

- describe different experimental and research initiatives related to developmental psychology [PSY8, PSY1, PSY10, PSY12].
- identify characteristics associated with each stage of the developmental process [PSY3, PSY4, PSY5, PSY7].
- describe how people change in terms of their physical cognitive abilities, psychosocial development, and biosocial status through the lifespan [PSY3, PSY4, PSY5, PSY7]
- discuss major developmental theorists and theories [PSY4, PSY5].
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- express the role of heredity (nature) versus environment (nurture) to various aspects of development [PSY6, PSY5].
- identify ways in which developmental issues apply to his or her personal life through the submission of an APA formatted paper [PSY2, PSY3, PSY11, PSY12].
- articulate ways in which physical, cognitive, psychosocial, and spiritual development occurs across diverse environments and experiences [PSY1, PSY2, PSY12].
- relate a theological perspective of development (teleological approach) [PSY3, PSY9].
- [Book 1](#)

There is one textbook used in this course. HDEV (Human Development) by S.S. Rathus helps students to explore the human development life cycle

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Rathus, S. A. (2014). *HDEV* (3rd ed.). Belmont, CA: Wadsworth Cengage Learning.

- ISBN: 9781285057224

Topic	Readings	Assignments
Getting Started Prenatal Development	<ul style="list-style-type: none"> • Chapter 1 • Chapter 2 • Chapter 3 	<ul style="list-style-type: none"> • Pre-test • Plagiarism Certification • Discuss 1 • Discuss 2 • Apply 1 • Apply 2
Topic	Readings	Assignments
Infancy: Physical, Cognitive and Social and Emotional Development	<ul style="list-style-type: none"> • Chapter 4 • Chapter 5 • Chapter 6 	<ul style="list-style-type: none"> • Discuss 1 • Discuss 2 • Apply • Apply 2
Topic	Readings	Assignments
Early and Middle Childhood: Physical, Cognitive and Social and Emotional Development	<ul style="list-style-type: none"> • Chapter 7 • Chapter 8 • Chapter 9 • Chapter 10 	<ul style="list-style-type: none"> • Discuss 1 • Discuss 2 • Apply 1 • Apply 2
Topic	Readings	Assignments
Adolescence and Young Adulthood: Physical, Cognitive and Social and Emotional Development	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12 • Chapter 13 • Chapter 14 	<ul style="list-style-type: none"> • Discuss 1 • Discuss 2 • Apply 1 • Apply 2

Topic	Readings	Assignments
Middle AdulthoodSocial Psychology, Emotions, and Motivation	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16 • Chapter 17 • Chapter 18 	<ul style="list-style-type: none"> • Discuss 1 • Discuss 2 • Apply 1 • Apply 2
Topic	Readings	Assignments
Death & Dying	<ul style="list-style-type: none"> • Chapter 19 	<ul style="list-style-type: none"> • Discuss 1 • Discuss 2 • Final Paper/Project • Post-test

Assessments	Number	Points Each	Total
Discussion	12 (2 per week)	25	300
Application Assignments	10	50	500
Pre-test	1	5	5
Post-test	1	5	5
Final Paper/Project	1	190	190
Total			1000

Students are expected to post in the discussion board a **minimum** of **three separate posts** and three separate post dates per discussion thread. The three posts for **each** thread must include:

1. - One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
2. - Two "follow up" post in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should

occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

Initial Response (Standard Posting Requirements)

0 Points	1-2 Points	3-4 Points	5 Points
No initial response posted.	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).

Initial Response (Quality of Content)

0 Points	1-2 Points	3-4 Points	5 Points
Response is irrelevant to the question and does not add to the intent of the discussion.	Response addresses the question, but lacks depth or goes off topic.	Response addresses the question, though greater reflection or development of thought would be helpful.	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.

Follow-Up Posts

0 Points	1-2 Points	3-4 Points	5 Points
No follow-up posts made.	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.

Mechanics

0 Points	1-2 Points	3-4 Points	5 Points
Posts lack any organization and/or contain multiple errors in spelling or mechanics.	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.	Posts could benefit by a bit more organization and attention to mechanical details.	Posts are clear and formatted in a way that is easy to read, free from spelling and mechanical errors.

Frequency of Participation

0 Points	1-2 Points	3-4 Points	5 Points
No participation in discussion.	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.

Introduction

Absent	Needs Improvement	Proficient
There is no introduction to the paper. (0 points)	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. (5-6 points)	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your ideas. (7 points)

Body (Use of Course Terms and Concepts)

Absent	Needs Improvement	Proficient
No course terms and concepts were used. (0 points)	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. Student did not address the prompt/instructions correctly (10-19 points)	All of the relevant course terms and concepts were present and used appropriately in the discussion. (20 points)

Conclusion

Absent	Needs Improvement	Proficient
There is no conclusion to the paper. (0 points)	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. (6-7 points)	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. (8 points)

Writing Mechanics (e.g. Spelling, Grammar, etc.)

Absent	Needs Improvement	Proficient
The paper had severe problems with spelling, grammar, etc. errors. (0 points)	The paper had some spelling, grammar, etc. errors. (3-4 points)	The paper had very minimal spelling, grammar, etc. errors. (5 points)

Format (e.g., length, font size, margins, in-text citations and reference list in APA style)

Absent	Needs Improvement	Proficient
The paper did not meet the minimum format requirements. (0 points)	The paper met some of the format requirements. (7-9 points)	The paper met all format requirements. (10 points)

Pre and Post Tests

is a pre and a post test in this course. The pre-test is scheduled for the first week of classes. The post test is scheduled for the last week of classes. While the actual score for both the pre and the post test do not get configured into your grade, you will earn 5 participation points for the submission of each. The pre and post tests should be taken seriously as they provide important feedback on your learning outcomes. This information is used to continuously improve the course.

Your final submission for this course will be a paper that permits you to explore developmental issues directly related to your own personal development and to provide a chronological description highlighting concepts covered in this course.

Final Paper

Gather personal information related to your own development. Good resources include parents, siblings, grandparents, family photos, baby books, video records, scrapbooks, report cards, medical records, etc. Once data has been collected, begin creating a chronological description of your life blending your personal information with concepts covered in this course. Included in the description, should be information about physical growth, motor skills, cognitive development, language development, social-personality development, family structure, moral development, etc. Once a basic description has been created, begin analyzing the facts utilizing concepts covered in the course. No personal fact is “correct” or “incorrect”, but analysis of your personal facts should logically connect to research, theory, and class related discussions.

Document Type:	MS Word
Paper Size:	8.5 X 11"
Length:	This is a comprehensive paper and should reflect scholarly research and reflection. A suggested minimum page number is 20 with a maximum of 30 pages. (not including cover and reference pages)
Margins:	1"
Font:	10-12 pt Times New Roman or a similar font
Line Spacing:	Double. No extra double space between paragraphs please
Paper Structure:	<ul style="list-style-type: none"> • Title Page • Introduction • Body • Conclusion • References
In-text Citations & Reference List Style]	APA
File Naming Convention	LastNameFirstName_FinalPaperProject Example: DoeJohn_FinalPaperProject

Ratings			
Criteria	Absent	Needs Improvement	Proficient
Introduction	There is no introduction	There is an introduction, but it does not introduce	There is an introduction that introduces the

	to the paper. (0 points)	the topic, its importance, and/or alert readers to the structure of the discussion of your ideas. (1-14 points)	topic, its importance, and it alerts readers to the structure of the discussion of your ideas. (15 points)
Body (Use of Course Terms and Concepts)	No course terms and concepts were used. (0 points)	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. (1- 119 points)	All of the relevant course terms and concepts were present and used appropriately in the discussion. (120 points)
Conclusion]	There is no conclusion to the paper. (0 points)	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. (1-14 points)	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. (15 points)
Writing Mechanics (e.g. Spelling, Grammar, etc.)	The paper had 10 or more spelling, grammar, etc. errors. (0 points)	The paper had 5-10 spelling, grammar, etc. errors. (1-19 points)	The paper had very minimal spelling, grammar, etc. errors. (20 points)
Format (e.g., length, font size, margins, in-text citations and reference list in APA style)	The paper did not meet the minimum format requirements and/or no APA citation. (0 points)	The paper met some of the format requirements. (1-19 points)	The paper met all format requirements and APA requirement. (20 points)