

Course Syllabus
Human Development-PSY-205-Online

An ENGAGED student is a successful student!!!!

Professor: Sam Fryer, M .A., Ed.D (ABD)

Credit Hours: 3

Prerequisite: None

Classroom Meeting Time: Online

Contact Info: SFryer@Coker.edu

[Office Hours: By Appointment](#)

Cell Phone: (843) 250-6711 (If you do not receive an email response within 24 hours)

Required Text: Life-Span Development, John W. Santrock, Eighteenth Ed. McGraw Hill.

ISBN:978-1-260-24584-4

Course Description: This online course is an overview of the human lifespan development (physical, psychological, and social) from conception to death.

Pillar of Focus: **Integrity:** How do you define a meaningful life? Explore the diversity of personal and professional codes of conduct by investigating complex concepts such as authenticity, responsibility, and wellbeing.

To meet with me, please request an appointment with me (via Coker email), not text or through blackboard. I will respond with a confirmation and a set time through your Coker email.

Course Objectives:

By participating in this class, students will be able to:

1. identify and summarize the major principles of various theories of development.
2. identify methods of research related to various aspects of human development.
3. understand physical, cognitive, social, cultural, and familial aspects that influence development.
4. understand and think critically about the diversity among individuals.
5. understand and think critically about controversial issues in human development.

6. understand and think critically about concepts and theories in development as they relate to classroom scenarios.
7. interpret their own development thus far in the context of theories, issues, and characteristics of human development.

Integrity Pillar Objective:

1. Articulate personal responsibilities to self, society, physical environment, and future workplace.
2. Articulate their personal values and beliefs orally, in writing, or in other creative mediums and demonstrate congruence between their stated values and behaviors.

Basic Expectations: To turn in assignments on time, be an active participant, and know basic skills such as APA format, emailing, basic research skills, downloading/uploading assignments, and use of blackboard. * For help with Blackboard, please visit <https://help.blackboard.com/Learn/Student> or contact the IT help desk at support@coker.edu. **My greatest expectation is that all post and assignments are submitted on time!!! No exceptions.**

Weekly Communication: Please check the blackboard “**announcements**” board frequently, especially each Sunday, night. I will be leaving messages of encouragement and support as well as any changes within the course. In addition, I will be leaving weekly individual feedback and notes to your graded post on the discussion board. This course represents **an ENGAGED Learning Pillar** of involvement through weekly discussion post and weekly announcements from me as stated earlier every Sunday.

Office Hours: If you would like to meet with me, please request an appointment with me (via Coker email), not by way of text or through blackboard. I will respond with a confirmation and a set time through your Coker email within 24 hours or less. Please know, I check my email several times throughout the day, but will respond within 24 hours if not sooner. (I want to hear from you!!!)

General Course Information, Policies and Expectations:

1. There is NO make up for exams, missed assignments or allowances for late post to discussion questions except under special circumstances documented by a medical doctor.
2. Be sure to follow college procedures if you need to withdraw from the course. The Registrar has all the information you need.
3. If you have a documented disability and need special accommodations in this course, please notify me NO later than by the first two classes. I WANT TO HELP YOU!
However, you must be registered in the Learning Support Services Office necessary documentation to that office. Ms. Robin Richardson can be contacted for details at 843-383-8021 or accommodations will be made without appropriate documentation from this office.
4. Be honest, do not procrastinate when completing your assignments and please reach out to me through email before it's too late. I AM HERE FOR YOU!!!

Learning and Practice Online:

Learning the stages of development can be a challenge online, but it's not impossible and can be adventurous! Each week we will study different stages of development and respond to weekly discussion questions to help you stay engaged and informed as a class.

Technology Requirements:

All students should be able to navigate the internet, to access and use Blackboard, to access and use the library database, and to use word processing software to create properly formatted papers and know how to respond and leave weekly post. IT will not always be available immediately. Once you call in for help, they develop a ticket and will get back with you as soon as they can. This is the reason you should not wait until the last minute to do an assignment. "My computer froze" or "I tried to submit it, but it didn't go through" are not acceptable excuses. Please note I can see the date and time you are working or have submitted an assignment.

Coker University Student Covenant

Coker University is a community dedicated to scholarship and community engagement. Those who join our circle of learning, commitment to a lifelong journey of intellectual and personal growth and service to others. Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker University Student Covenant. I will:

- Conduct myself with integrity and be responsible for my actions and their consequences.
- Respect the rights, property, culture, and beliefs of others.
- Engage myself and others accountable for the sustainability of our environment.
- Offer my knowledge and creativity to serve my community.
- Contribute to the wider world through a continued pursuit of knowledge.

Academic Honesty

Pillar Course focus: Integrity: The quality of being honest and having strong moral principals.

Directly from the Coker University Student Handbook:

"Academic dishonesty includes plagiarism, cheating, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the code of Student Responsibility, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University, for that reason, penalties for academic dishonesty may include suspension or expulsion from the University." All work that is submitted should be YOUR own work. Cheating or plagiarism will not be tolerated. Any instances of cheating or plagiarism, including but not limited to turning in work that is not your own, submitting work that is completed with unauthorized assistance, helping someone else commit an act of academic dishonesty, lying

about work or absences, inventing false information or citations will result in an **F** in this course **(not just the assignment) and reporting to the Coker University administration.**

Attendance Expectations:

Please be aware that attendance is necessary for everyone. Getting on-line regularly and consistently is vital to your success in this course. **If you do not post by the stated deadline to the discussion board or by completing a quiz or exam you will be considered absent for that week. Late discussion post will not be accepted. You are given 5 days to respond to the post for the week.** I need to see that you are **actively** engaged. You are expected to be an **active** learner, in class discussions and activities. To be active you must be engaged and to engaged you must post weekly. Note: Students who have not attended by the end of the attendance verification period will be dropped from the course. If you stop attending a course after the verification period has ended without officially withdrawing from the course and receive a grade of **F** you should be aware that the last date of attendance or academic participation in the course is recorded, and this could lead to federal financial aid penalties.

Blackboard:

We will utilize Blackboard in this course as a primary means of communication and submission of assignments. Readings, assignments, discussion questions as well as review your grades and download a copy of this syllabus. For help or technical difficulties with Blackboard, please visit <https://www.coker.edu/blackboard.html> or contact IT for Help at Desk at 843-383-8323.

Readings:

This course will cover a great deal of information, so it is imperative and expected that you will keep up with assigned readings. The readings will give you, insight not only to your exams, quizzes, discussion post and projects but it's an opportunity for you to gain insight into your own psychology. I encourage you to reach out to me and challenge the material, ask questions but most of all give your insights. **YOU CAN NEVER ASK ME A QUESTION TOO MANY TIMES!** Please if you do not understand something you have read, I welcome your questions.

PERSONAL NOTE

I want you to enjoy this course and gain knowledge and insight about yourself. Although we are on-line, I want you to feel **engaged** and find the course both challenging and intellectually stimulating. My Coker email is the preferred format I wish for you to reach out to me. I will try to respond immediately, but if you get no response within 24 hours, please feel free to text or call me. I am extremely easy to work with and consider myself student friendly but please note **I am a stickler for meeting deadlines. It's my expectation that all discussion post is responded to in the time requested and that all assignments are completed before or by the given deadline. (2.) I want college level well thought out responses to my questions and your classmates as it relates to our discussion questions. I'm not impressed by long post. I am impressed by well thought out, scholarly, and honest responses that are supported.**

1. My computer froze up is not an excuse.
2. Please refer to the syllabus if possible before reaching out to me.
3. **Most of all again please reach out before it's too late and before you give up!**

Procrastination is the enemy!

Please don't wait until you're "in trouble" to reach out for help. I know online courses can be isolating and overwhelming, but simply pace yourself, plan-ahead and organize. Be mindful of the dates, deadlines, and timelines outlined here in the syllabus and on blackboard.

YOU CAN DO IT!

It does not matter if you're the first in your family to attend college, if this is your first semester of college, you're a working adult or a senior! The key to success in higher learning is time management and being willing to ask for help before it's too late!!!!

Evaluation Methodology: Assessment of the student's competencies of the material will be evaluated through the following categories: (READ CAREFULLY).

Exams:

A total of two exams will be given in this course, a mid-term exam and a final exam. Both exams will consist of multiple choice and short answer questions. You may use and will need your textbook and any other course material for the exams. However, remember short answers must be written at the college level. Using proper grammar, punctuation, and responses to short answer must be clear, concise, accurate and well thought out. **Both exams will be timed.** You will have two hours (120 minutes) to complete your exam. The date, time and deadline of the exams are already available to you in the course outline schedule on the last page of this syllabus. This is being provided to you in order that you can prepare and avoid any scheduling conflicts. **There will be no make-up policy for the exam. Unless you have a documented medical excuse that indicates you were unable to complete the exam during the allotted time the exam was open to you due to medical reasons. If a college function prevents you from completing the exam I need to know BEFORE the scheduled exam. No exceptions. You will receive a zero if your exam is not submitted at the scheduled time. The mid-term exam will count for a total of 100 points and the final exam 120 points. Exams will not be comprehensive. Exams will only cover assigned readings. Once the exam is opened you will only have one opportunity to take it. * If for some other unforeseen reason, you are allowed to take the exam without medical documentation you will be given a completely new exam different from your classmates.**

Discussion Post:

I love discussion post! Discussion post is one of the most effective ways to stay **engaged** as a student and a class. Discussion post helps you gain and give insights about our course readings. Discussion post are a key indicator of your consistent class participation, engagement, and understanding of the material. You will have a total of **8 discussion post each worth 10 points** (total 80 points). It is expected that you will read each of the assigned chapters for the week and then respond to the posted question in the following format. **Each discussion post response should be at least 1 full paragraph in length. You must also respond to at least two (2) of your classmates with at least one concise, respectful, college level and well-thought-out paragraph for each.** Remember to greet your peer (Hello Lisa, etc when you respond) Also, you will not be able to see your peer's response until you write a response. Saying "I agree with you" or reposting their statement is not sufficient. I am not looking for a long post necessarily. However, I do ask that you demonstrate your understanding of the information as well as give your peer's feedback in a constructive, encouraging, and concise manner worthy of a college student. Raise a question or give feedback that will require your peer to defend and support their statements. Use a professional writing style free of typos, grammatical errors, punctuation, and spelling errors. I want you to use your own words and thoughts, however, if you cite from your text, the internet, or decide to paraphrase to assist in making your point, please do it in APA style. **Late discussion post will not be accepted.** A new discussion post will be available every **Sunday, night by 11:00pm and will be due by Friday, night at 11:59pm.** If you expect to receive full points, I expect your response to the posted question and at least two responses to peers in the format outlined completed by the due date. (No exceptions).

Reminder: Your weekly discussion post is your primary and most frequent form of active engagement. As stated earlier if you do not post you will be considered absent unless you submit a quiz, exam, or reflection paper that week if one is due. **STAY ENGAGED!**

Reflection Papers:

Reflections should convince the professor that the student has given much thought to the concepts presented in the text and in class. Failure to convince will result in a reduction of points. The reflections are intended to direct a student's attention towards application of theories and content learned in the course to better understand one's own development and that of others.

There will be **2** personal reflection papers due throughout this course. (1.) In your first reflection paper you will view a movie of your choice and complete the reflection guidelines listed below.

Reflection Paper # 1: After viewing a movie in its entirety, do not give me a summary of the movie but explain how the movie, a specific character (s) or a concept in the movie directly relates to something you have read from the text or something we have discussed in class. I want you to use terminology from a specific chapter or several chapters to explain your analysis of the movie, its characters, or a specific idea as it relates to Life Span Development. Your textbook can be your primary source. If you use other sources outside of your text, please make sure you document and cite in APA

format. A summary of the movie will not receive credit but a relation to the material from the text or class discussions will. This reflection should be **3-5 pages** in length.

Your reflection needs to show you have thought about the concepts of the course and have gained the knowledge to apply them. This reflection is due by **Sunday, November 14, 2021 at 11:59pm. This reflection paper is worth 50 points. (You may submit early) No late papers will be accepted. No Exceptions. Use of one of the developmental theories is allowed.**

Reflection Paper # 2: Now it's time to look at yourself. After 8 weeks of discussion boards, exams etc I now want you to apply one of **the chapters or theories** to your own life. I do not want you to pull terms from the entire semester, but instead select one chapter from the text and give me your thoughts and feelings on 1. Why this chapter, this section of the chapter, or this topic stood out to you. I would also like for you to use some of the terminology from your selected chapter and discuss elements of your life, personality and something you have learned about yourself and your development as a result of taking this course. Make sure you give thoughtful insight and use terminology only from your chosen chapter. This reflection should be **5-7 pages** in length. Please do not give me definitions from the text to explain. This reflection is due by **11:59 pm on Sunday, December 5, 2021. This reflection is worth 50 points. (You may submit early). No late papers will be accepted. No Exceptions.**

Writing Guidelines:

In this course papers should be doubled- spaced with a one-inch margins on all sides. Size 12 font and Times Roman or Times New Roman. APA format is expected when appropriate with appropriate citation of sources. Please proofread and spell check your paper.

Points will be deducted for spelling and grammar errors. **All papers should be submitted through Blackboard unless you have received permission from me in writing. No email attachments will be accepted. I do not want a paper of definitions to explain your point.**

Format Guidelines

1. An introductory paragraph (recommend: 1 paragraph)
2. Brief Summary of material (about the movie/about you or the class (1-2 paragraphs)
3. Identification of terms, concepts (2-3 paragraphs).
4. Personal Reflections: your opinions, thoughts, feelings, specific application of concepts from chapter (3-5 paragraphs).

Quizzes: You will be given 5 quizzes to complete during this course. The purpose of the quizzes is to reinforce the material we are reading and discussing in class. This will also hold you more accountable to the chapter readings. Each quiz will consist of both multiple choice and true/false questions and must be completed by **Saturday, by 11:59pm. The quizzes will be**

available to you on Monday, by 7:00am the week of the quiz and you will be given 60 minutes to complete each quiz. Quizzes will cover material from assigned readings, handouts, videos, and discussion posts. There is no make-up policy for quizzes. If you do not submit the quiz by the scheduled time you will receive a grade of ZERO (**Each quiz is worth 20 points**) *Once started, the quizzes must be completed in one sitting.*

Grading:

Your goal is to accumulate points toward a final tally of 500 points. Grades will reflect the quality of work, promptness, and how well you have mastered the material. As I have already stated I am a stickler for deadlines. I will maintain grades earned through Blackboard as well as an individual written record.

8 Discussion Post	10 points each	80 Total possible points
Reflection Paper # 1	50 points	50 Total possible points
Reflection Paper # 2	50 points	50 Total possible points
5 Quizzes	20 points each	100 Total possible points
Mid-Term Exam	100 points	100 Total possible points
Final Exam	120 points	120 Total possible points

Total:		500 Total possible points

Grading Scale

404-500	A
303-403	B
202-302	C
101-201	D
0-100	F

Google Meet

We will have a class meeting through Google meet @ **7:00pm** on the first day of the term. I will send the link to you prior to our meeting in your Coker email. Remember, to check the message board frequently (Sunday, nights at minimum) for all updates

Detailed Course Outline

<u>Week</u>	<u>Readings</u>	<u>Assignments</u>	<u>Due</u>
Week 1	Chapters 1 & 4	Discussion Post 1	
Week 2	Chapters 5 & 6	Discussion Post 2 Quiz # 1	
Week 3	Chapters 8 & 9	Discussion Post 3 Quiz # 2	
Week 4	Chapter 10 Exam # 1 (120 Minutes to complete)	Discussion Post 4	
Week 5	Chapters 11 & 13	Discussion Post 5 Quiz # 3 Reflection Paper # 1	
Week 6	Chapters 15, 16 & 17	Discussion Post 6 Quiz # 4	
Week 7	Chapters 18, 19 & 20	Discussion Post 7 Quiz # 5 Reflection Paper # 2	
Week 8	Course Reflection Exam # 2 (120 Minutes to complete)	Discussion Post 8	

- **Special Reminder: Keep a copy of this syllabus for your records.**
- **Once the exams or quizzes have been open you must complete them as you will only have one opportunity.**
- **Test will save and submit automatically when the allotted time expires.**
- **Remember to check the black board announcements frequently, especially on Sunday's.**

Title IX and Reporting of Discrimination and Sexual Harassment

s a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness ([843-917-4044](tel:843-917-4044)).

Additional information is located under the Title IX section on the Coker website: <https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

I really hope that you not only enjoy this course!!!!

