

Course Number: PSY 1750

Course Title: Human Growth and Development

Course Description:

A Life Span human development course which integrates biology, psychology, sociology, medicine, demography, economics and anthropology perspectives from conception to death. Emerging trends in research.

Prerequisites: PSY1700.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. State the definition, key debates and theoretical perspectives of Life-span development.
2. Distinguish the components of human early life, including pre-conception, conception, prenatal development and birth.
3. Compare and contrast human physical, neurological and perceptual development over the Life-span.
4. Describe the various significant approaches to Cognitive development.
5. Analyze the components of Language development and intelligence across the human developmental spectrum.
6. Assess the impact of Social, Emotional and Moral development on human development.
7. Explain Gender differences and sexuality development.
8. Recognize and explain the impact of death at the various developmental stages.

INDIANA **TECH**

College of Professional Studies PSY 1750 Human Growth & Development Online Course Syllabus Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Feldman, R.S. (2014). *Life span development: A topical approach*. (2nd ed.). Boston, MA: Pearson Education, Inc.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

Event	Points Possible
Course Preparation Quiz	10
Discussion Board Posts and Responses (10 @ 10 pts each)	100
Exams (2 @ 100 pts each)	200
Final Paper	100
Total	410

Final Paper

CONTENT

Does the paper meet the assignment criteria in terms subject matter? Are the ideas presented appropriate for the assignment? Did the paper meet the assignment criteria in both format and appearance? Page length?

CLARITY

Does the paper use proper sentence structure, commas, pronouns, etc.? Does it avoid grammatical errors: fragments, contractions, tense shifts, spelling mistakes, etc.? Does the essay avoid repetition? Does it employ tight, polished paragraphs in the correct format or are ideas just thrown together?

COHERENCE/STRUCTURE

Does the paper have a clear, well-structured thesis?

Does each body paragraph include one main idea that points the reader back to the thesis? Are there effective transitions? Does the essay contain a strong backbone/structure? Does it use the intro. well? Does the essay contain a solid conclusion that wraps up the paper?

CRITICAL THINKING

Does the paper provide adequate proof for the argument? (Quotations or paraphrase, research, expert opinions, statistics, examples, details, etc?)

How advanced is the paper? Does it explore new ideas that challenge both the writer and reader or simply regurgitate class discussions? Does the essay contain strong, unique ideas that go beyond surface-level?

Does the argument make a logical connection between the thesis, topic sentences, and examples/proof? (i.e. Does it “connect-the-dots” between claims made in the thesis and examples for that claim?)

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor’s autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.

Learning Objective-Driven Web Links

#	Objective	Chapter (s)	Critical Topic Area	Recommended reading (s) / Internet sources beyond text
1	State the definition, key debates and theoretical perspectives of Life Span development.	Chapter 1	Defining Life-span development. Key debates in Life-span development. Theoretical perspectives on Life-span development.	<p>Internet source:</p> <p>APA Division 7: Developmental Psychology. www.apa.org</p> <p>Books/Journals:</p> <p>Feldman, R., & Masalha, S. (2007). The role of culture in moderating the links between early ecological risk and young children's adaptation. <i>Development and Psychopathology</i>, 19, 1-21.</p> <p>Freud, S. (1949). An outline of psychoanalysis. New York: Norton.</p> <p>Piaget, J. (1952) the origins of intelligence in children. New York: International Universities Press.</p>

#	Objective	Chapter (s)	Critical Topic Area	Recommended reading (s) / Internet sources beyond text
2	Distinguish the components of human early life including pre-conception, conception, prenatal development and birth.	Chapter 2	<p>Components of human genetics.</p> <p>Genetic Disorders.</p> <p>Genetic counseling.</p> <p>The role of Nature vs Nurture on human development.</p> <p>Conception, Stages of Prenatal Period and Congenital problems.</p> <p>Mother's lifestyle, including diet, age, social support, health, substance use.</p> <p>Role of father in prenatal development.</p> <p>The Birthing process.</p>	<p>Books/Journals:</p> <p>Caley, L.M., Kramer, C., & Robinson, L.K. (2005). Fetal Alcohol spectrum disorder. <i>Journal of School Nursing</i>, 21, 139-146.</p> <p>Fransen, M., Meertens, R., & Schrandt-Stumpel, C. (2006). Communications and risk presentation in genetic counseling: Development of a checklist. <i>Patient Education and Counseling</i>, 61, 126-133.</p> <p>Scourfield, J., Van den Bree, M., Martin, N., & McGuffin, P. (2004). Conduct problems in children and adolescents: A twin study. <i>Archives of General Psychiatry</i>, 61, 489-496.</p>
3	Compare and contrast human physical, neurological and perceptual development over the Life-span.	Chapter 3	<p>Physical growth in Infancy through Middle childhood.</p> <p>Physical growth in Adolescents.</p>	<p>Internet sources:</p> <p>American Academy of Pediatrics (AAP). www.aap.org</p> <p>APA Division 20: Adult Development & Aging. www.apa.org</p>

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			Physical growth in Adulthood. Reflex development in infancy. Gross motor skills from Infancy to Middle childhood. Fine motor skills. Potty training & Handedness. The nervous system & brain. Development of the senses.	<p>Books/Journals:</p> <p>Abbassi, V. (1998). Growth and normal puberty. <i>Pediatrics (Suppl.)</i>, 102 (2) 507-511.</p> <p>Arnett, J.J. (2004). <i>Emerging Adulthood</i>. New York: Oxford U. Press.</p> <p>Banks, M.S., & Salapatek, P. (1983). Infant visual perception. In P.H. Mussen (Ed.), <i>Handbook of child psychology</i> (4th ed., Vol. 2). New York: Wiley.</p> <p>Harris, L. (1997). A national poll of children and exercise. Washington, DC: Lou Harris & Associates.</p> <p>Nelson, C.A., Thomas, K.M., & de Haan, M. (2006). Neural bases of cognitive development. In W. Damon, R. Lerner, D. Kuhn, & R. Siegler (Eds.), <i>Handbook of child psychology</i> (6th ed., Vol. 2). New York: Wiley.</p> <p>Wenze, G.T., & Wenze, N. (2004). <i>Helping left-handed children adapt to</i></p>

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				school experiences. Childhood Education, 81, 25-31.
4	Describe the various significant approaches to Cognitive Development.	Chapter 5 Chapter 6	Piaget's 4 stage theory. Vygotsky's view of Cognitive development. Information processing. Insights on memory.	<p>Books/Journals:</p> <p>Piaget, J. (1952). The origins of intelligence in children. New York: International Universities Press.</p> <p>Kozulin, A. (2004). Vygotsky's theory in the classroom: Introduction. European Journal of Psychology of Education, 19, 3-7.</p> <p>Salthouse, T.A. (1989). Age-related changes in basic cognitive processes. In APA Master Lectures (Eds.), The adult years: Continuity and change. Washington, DC: American Psychological Association.</p> <p>Siegler, R.S. (2003). Thinking and intelligence. In M. Bornstein & L. Davidson (Eds.), Well-being: Positive development across the life course (p. 311-320). Mahwah, NJ: Lawrence Erlbaum.</p>

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				Winsler, A. (2003). Introduction to special issue: Vygotskian perspectives in early childhood education. <i>Early Education and Development</i> , 14 [Special issue], pp. 253-269.
5	Analyze the components of Language development and Intelligence across the human developmental spectrum.	Chapter 7 Chapter 8	Process of Language development during childhood. Language development during Pre-school years. Language development during Middle childhood. Major approaches to Language acquisition. Relationship between Language and thought. Links between Language development and poverty. Bilingual Education vs Immersion. Alternatives to Intelligence testing.	Books/Journals: Berko Gleason, J. (2005). <i>The development of language</i> (6 th ed.). Boston: Allyn & Bacon. Burke, D.M., & Shafto, M.A. (2004). Aging and language production. <i>Current Directions in Psychological Science</i> , 13, 21-24. Thornton, R., & Light, L.L. (2006). Aging and language. In J.E. Birren & K.W. Schaie (Eds.), <i>Handbook of the psychology of aging</i> (6 th ed.). San Diego: Academic Press.

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			Cognitive Functioning in Adulthood. Intellectual disabilities & Giftedness.	
6	Assess the impact of Social, Emotional & Moral development and aggression over the Lifespan.	Chapter 9 Chapter 11	Impact of attachment in infancy on later social competence. Infants peer interactions. Culture & attachment. Infant emotional experiences. Social referencing. Emotional development in Middle childhood. Emotional development in Adolescence. Emotional self regulation & Adolescent suicide & depression. Emotions & Adulthood. Personality development across life span.	<p>Books/Journals:</p> <p>Eisenberg, N., & Morris, A. (2004). Moral cognitions and pro-social responding in adolescence. In R. Lerner & L. Steinberg (Eds). Handbook of adolescent psychology. New York: Wiley.</p> <p>Eisenbraum, K. (2007). Violence in schools: Prevalence, prediction, and prevention. Aggression and Violent Behavior.</p> <p>Harlow, H.F. (1958). The nature of love. American Psychologist, 13, 673-685.</p> <p>Kohlberg, L. (1958). The development of modes of moral thinking and choice in the years 10 to 16. Unpublished doctoral dissertation, University of Chicago.</p>

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			Personality development during adulthood. Big 5 personality traits. Stability of Personality & Impact of genetics & environment on personality. Moral development defined. Pro-social behavior. Kohlberg's stages of Moral development. Parenting styles. Aggression.	
7	Explain Gender Differences and Sexuality Development	Chapter 12	Gender roles v Gender Identity. Perspectives explaining gender differences. Body image & adolescence. Sexuality across the lifespan. Sexual orientation	Internet source: APA Division 44: Society for Psychological Study of Lesbian, Gay, Bisexual & Transgender Issues. www.apa.org Books/ Journals: Crawford, M., & Unger, R. (2004). Women and gender: A feminist psychology (4 th ed.). New York: McGraw-Hill.

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				<p>Lamm, H., & Wiesmann, U. (1997). Subjective attributes of attraction: How people characterize their liking, their love, and their being in love. <i>Personal Relationships</i>, 4, 271-284.</p> <p>Gray, J. (1992). <i>Men are from Mars, Women are from Venus: A practical guide for improving communications and getting what you want in your relationships</i>. New York: Harper Collins Publisher, Inc.</p> <p>Hyde, J.S., & DeLamater, J.D. (2006). <i>Understanding human sexuality</i> (9th, ed.). New York: McGraw Hill.</p>
8	Recognize and explain the impact of death at the various developmental stages.	Chapter 15	<p>Death defined.</p> <p>Death & culture.</p> <p>Facing death.</p> <p>Hospice & Home care.</p> <p>Coping with own death or death of a loved one.</p>	<p>Books/Journals:</p> <p>Kalish, R.A. (1981). <i>Death, grief, and caring relationships</i>. Monterey, CA: Brooks/Cole.</p> <p>Kastenbaum, R.J. (2000). <i>The psychology of death</i> (3rd ed.). New York: Springer.</p> <p>Kastenbaum, R.J. (2004). <i>Death, society, and human experience</i> (8th</p>

#	Objective	Chapter (s)	Critical Topic Area	Recommended reading (s) / Internet sources beyond text
				ed.). Upper Saddle River, NJ: Prentice Hall. Kubler-Ross, E. (1969). On death and dying. New York: Macmillan.

Recommended Reading

Santrock, J.W. (2008). *Life span development* (11th ed.). Boston: McGraw Hill Higher Education.