

**MARIAN UNIVERSITY**  
**PSY105 – HUMAN DEVELOPMENT – 3 CREDITS**  
**SYLLABUS**

**Semester:** Summer 2021

**Instructor:** Amy Hennings, PhD, LCPC

**Office:** Administration Building A301D

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**Online Materials:** <http://online2.marianuniversity.edu>

**Classroom Format:** Online

**College:** Arts, Sciences, & Letters

**Program:** Psychology

**Office Hours:** By appointment

**Phone:** (920) 923-8528-Office

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**WELCOME!**

Welcome Class! My name is Amy Hennings and I will be your guide and mentor over the next semester. I look forward to many stimulating discussions and making this the best learning experience possible.

**INSTRUCTOR BIOGRAPHY**

Amy Hennings has worked in the field of psychology for the past twenty years. She has spent most of those years working in a leadership capacity within social service agencies. She currently teaches full-time at Marian University and provides consulting services to various non-profit agencies in the Wisconsin and Illinois areas. Her human services work experience has included working with children, adolescents, and families with a variety of issues and backgrounds including HIV issues, homelessness, chemical dependency, therapeutic foster care, and domestic violence. She graduated with a Doctoral Degree in Psychology from Walden University Minnesota and a Master's Degree in Psychological Counseling from St. Mary's University in Minnesota. She is also currently a Licensed Clinical Professional Counselor in the state of Illinois. Amy Hennings has been very active with community advisory boards including Berry House, Lake County Crisis Response Team, the SAFE Housing Advisory Board, the Lake County Homeless Coalition, the Lake County Advisory Planning Group, the HIV/AIDS Collar County Consortia and LAN 35(Local Area Network – Children's Services). She has been teaching in the field of psychology since 2004.

**REQUIRED CLASS MATERIALS:**

*Berk, L. (2018). Exploring Lifespan Development (4<sup>th</sup> Edition). Boston, MA: Allyn and Bacon/Pearson Education.*

Zoom Software (free online) – used for office hours

**COURSE DESCRIPTION:**

A survey of the changes that occur during the entire lifespan as people develop: physical, motor, cognitive, moral, and social–emotional. Developmental theory and research data are critically considered. Application of existing knowledge about the variables that affect the course of development is emphasized.

**GENERAL EDUCATION LEARNING OUTCOMES**

*Social Scientific Reasoning:*

- Understand the role of individuals as members of a particular culture and/or community (Paper 1 and Paper 2, Final Exam)
- Understand historical and/or cultural forces at play in contemporary social issues and problems. (Paper 1 and Paper 2, Final Exam)
- Understand and apply knowledge of biological, cognitive, psychological, and social human development. (Exam 1, Exam 2, Exam 3, Exam 4, Final Exam, Paper 1 and Paper 2)

- Recognize the impact of individual and group values in social problem solving. (Paper 1 and Paper 2)

## **PSYCHOLOGY PROGRAM LEARNING OUTCOMES**

1. Demonstrate understanding of APA-informed ethical principles (Exam #1, Team Presentation)
2. Apply psychological scientific knowledge and reasoning to real world examples across a variety of settings (Team Presentation, Observation Paper, Final Exam)
3. Exhibit the ability to effectively write using APA style (Observation Paper)
4. Show understanding of historical background in psychology (Observation Paper)
5. Demonstrate ability to work effectively with others in a team (Team Discussions)

## **COURSE LEARNING OBJECTIVES:**

1. Review and justify the need for research and study in regards to human development (Exam 1 & 5)
2. Identify, compare and contrast different human development theories (Exam 1, 2, 3, 4 & 5; Assignment 1 & 2)
3. Discuss nature vs. nurture and continuous vs. discontinuous human development (Exam 1, 2, 3, 4 & 5; Assignment 1)
4. Explore biological, cognitive and psychosocial development over the lifespan (Exam 1, 2, 3, 4 & 5; Assignment 1)
5. Develop logical solutions and practice creative problem solving in regards to human development issues (Assignment 1)
6. Explore cultural differences and similarities as it relates to human development (Exam 1, 2, 3, 4 & 5; Assignment 1)

## **TEACHING STRATEGIES**

Online Discussion  
Small group activities  
Reading  
Video  
Online Supplemental Materials

## **CLASSROOM EXPECTATIONS**

Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University **(this includes online, Facebook, web-based venues).**

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials

## **COVID/ILLNESS INFORMATION**

Marian University continues to monitor the evolving COVID-19 situation and align our academic planning with guidance from the local and state health officials. Our primary goal is to protect the health and safety of our students, faculty, staff, and the Marian University community while delivering quality education.

In the event you are unable to participate in the course due to illness or experiencing symptoms consistent with COVID-19, notify the course instructor as soon as possible so that accommodations can be made. Please note that documentation from a medical professional or student services is only required for excused absences longer than seven (7) days.

## ATTENDANCE POLICY

Students are expected to check-in regularly each class week. The online class week will run Monday – Sunday for the semester. Attendance will be tracked based upon posting in the discussion forums.

An instructor may request that the Registrar administratively withdraw a student from a course if the student has not attended the first week of a course and has not notified the instructor. Students who are administratively dropped by the instructor of the course may be assessed a tuition penalty and have a WD grade recorded on their transcript. This policy does not negate the responsibility of students for their schedule of classes.

## DISCUSSION QUESTIONS AND PARTICIPATION

Students are expected to attend class by making “posts” or messages in the Discussion Groups created. On Sundays, the day before the next week starts, a Discussion Group for each week’s discussion will be created. In order to earn the full **ten points** each week, students will need to:

- Answer each weekly discussion questions (two discussion questions per week)— by Friday – 3 pts. each (total of 6 pts. per week)
- Make at least one response post to each discussion question (total of at least two reply posts) another student or faculty post - by Sunday – 2 pts. each (total of 4pts. per week)

Response posts should be a response post to a colleague or the follow-up posts a faculty member creates. Please note you will need one response post under each of the discussion topics each week. Response posts should be then providing additional information on their topics, follow-up questions, etc. Discussion questions will need to be a minimum of 250 words to earn full credit and response posts will need to be a minimum of 150 words to earn full credit. Also, for posts to earn full credit, they need to be substantive and add to the discussion. Be sure to cite and reference any sources you use. **To earn full credit, quality discussion question answers (the answer to the question) will use at least one professional source or citation from the Marian University library journals or other professional journals.** Any reply posts made to the discussion question answers do not need to include a reference or citation.

Please note your attendance will be tracked by your posts each week and submitting assignments. **Discussion question answers and replies are not accepted after the class week is complete**, due to the need to stay current in the discussion. Early discussion questions posts and responses are allowed with no penalty.

## EXAMINATIONS

There will be five exams covering portions of the class. These exams will be multiple choice, true/false, fill-in-the-blank questions, or short essay based on the materials noted in the syllabus. You will access these exams via Marian Online by logging into class and then choosing the “Exam” link on the week in which the exam is due. You will have 50 minutes to complete the exams. The exam is always due by 11:55 p.m. on the scheduled date. *The lowest of the five exams will be dropped in this course.* So if you do well on the first four exams, you do not have to take the fifth and final exam.

## PAPERS

Please see the end of the syllabus for specific directions on the research paper. Please note this course requires APA (American Psychological Association) formatting and Microsoft Word software for the paper.

## LATE ASSIGNMENT POLICY

This instructor does not allow “make-ups” for exams or late exams to be submitted. Please note one exam grade will be dropped (final exam is not included). If you miss an exam for any reason, please note this will be your dropped exam. This instructor will accept papers up to two days late due to emergency situations, but there will be a 20% late penalty per day. Any paper submitted after 11:55 p.m. is considered late. Exam deadlines are also 11:55pm on the day they are due. Please note discussion question answers or replies must be submitted by Sunday of each week to be eligible for credit. Discussions will be locked after Sunday of each week. Lack of planning, technical issues, or internet related issues are not exceptions to this policy. Planning ahead and submitting early where possible is strongly recommended.

### **ACADEMIC HONESTY & WRITTEN ASSIGNMENTS POLICY**

Academic honesty is highly valued at Marian University. Students must always submit work that represents their original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, all relevant sources must be cited along with the extent to which such sources were used. Please make sure to cite the work you are referencing both in the text and on the reference page. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Consequences specified in the Marian University Academic Honesty Policy will be applied to any student who commits academic dishonesty by plagiarizing or cheating. If plagiarism or recycled papers are found, the assignment will earn an “F” or zero points. Further plagiarism will result in an “F” for the class. Please note this instructor has plagiarism tracking software and runs all written work through this software.

In addition to the expectations of academic honesty, the paper should be spelling and grammar checked, edited, and written in APA format. For APA formatting tips and a related website, please see the assignment section at the end of the syllabus. All written assignments submitted need to be in Microsoft Word file, so the instructor can open the document. These assignments need to be submitted in electronic format to Marian Online. **Hard copies and emails will not be accepted.**

### **ACCESSIBILITY RESOURCES**

Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig, Director for Accessibility Resources, at 920-923-8951.

### **COURSE WEB PAGE**

A specific web site for this course is available. You may log on to this web site by going to the following web address: <http://online2.marianuniversity.edu>. Please see the instructor if you have questions about your username or password when logging on.

## ASSIGNMENTS & GRADING FOR STUDENTS ATTENDING FACE TO FACE

### MONDAY/WEDNESDAY:

Grades for this course will be based upon total point accumulation and then the final percentage based on of the following assignments. :

- Weekly Discussion #1 Answer and Discussion #1 Reply - 5 points Each Week
- Syllabus Quiz – 5 Points Each
- Exams (5 @ 25 points each). Lowest exam grade is dropped.
- Annotated Bibliographies and Outlines – 5 Points Each – **See end of Syllabus**
- Two Observation Papers - 20 points each – **See end of Syllabus for directions**

### ***Point Values for the Course Assignments***

<b>ASSIGNMENTS</b>	<b>DUE</b>	<b>POINTS</b>
Participation (DQ's and Responses) - 10 pts. Weekly	All weeks	70
Syllabus Quiz	Week One	5
Exam #1	Week Two	25
Exam #2	Week Three	25
Annotated Bibliography	Week Four	10
Exam #3	Week Four	25
Exam #4	Week Five	25
Development Observation Paper	Week Six	40
Final Exam – Exam #5	Week Seven	25
<b>*Remove/Drop Lowest Scoring Exam</b>		<b>-25</b>
<b>Total Points Possible</b>		<b>225</b>

### ***How percentages equate to grades***

<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>
100-93	A	76.99-73	C
92.99-90	A-	72.99-70	C-
89.99-87	B+	69.99-67	D+
86.99-83	B	66.99-63	D
82.99-80	B-	62.99-60	D-
79.99-77	C+	59.99 or <	F

**\*\*\*The instructor reserves the right to modify this syllabus during the course of the semester to reflect the learning objectives and needs of the students in this course.\*\*\***

## **WEEK ONE**

**7/5/21**

### **WELCOME!**

#### **Review Week Information– See Marian Online 2**

Introductions – Online and In Class

Review of Syllabus/Course Requirements

### **READ CHAPTER 1**

History, Theory, and Research in Human Development

Read Articles on Marian Online 2 for research class discussion

Overview of key human development theories

Research Methods/Designs

Discussion on family chaos and impact on child development

### **READ CHAPTER 2**

Genetic Foundations

Reproductive Choices

Environment factors

Relationship of hereditary & environment

### **READ CHAPTER 3**

Prenatal development and environmental influences

Childbirth

Approaches to childbirth

Medical interventions/birth complications

Pre-term and low birth weight infants

Birth Complications

The newborn baby's capabilities

Adjusting to the new family unit

Infants and toddlers: physical, cognitive and language development

### **Week One Items Due:**

- Introduction Post
- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- Syllabus Quiz – Due Sunday – Click Link in Week One in **Marian Online 2** – All students

## **WEEK TWO**

**7/12/21**

### **READ CHAPTER 4**

Infants and toddlers: body development & brain development

Infants and toddlers: motor, sensory and perceptual development

Birthing Videos

### **READ CHAPTER 5**

Cognitive development in infants and toddlers

Piaget's cognitive-development in infancy

Social and emotional development in infancy

Early language development

### **READ CHAPTER 6**

Erikson's Theory of infant and toddler personality

Emotional development in the early years  
Temperament and development  
Development and attachment  
Self-developing language and development

**Week Two Items Due:**

- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- **EXAM #1 - CHAPTERS 1- 4 - Marian Online – due Sunday by 11:55 p.m.**

**WEEK THREE**

**7/19/21**

**READ CHAPTER 7**

Early childhood physical development  
Early childhood cognitive development  
Early childhood language development

**READ CHAPTER 8**

Early childhood social and emotional development  
Early childhood: Erikson's Theory  
Early childhood peer relations  
Foundations of morality – Kohlberg  
Gender typing  
Child rearing as it relates to emotional and social development  
Video: Supernanny  
Review for Exam #2

**READ CHAPTER 9**

**Review Week Information– See Marian Online 2**

Physical and motor development in middle childhood  
Common health problems in middle childhood  
Cognitive development in middle childhood  
Video: Super Size Me or Food Inc.

**Week Three Items Due:**

- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- **EXAM #2 - CHAPTERS 5- 8 - Marian Online – due by Sunday 11:55 p.m.**

**WEEK FOUR**

**7/26/21**

**READ CHAPTER 10**

Middle childhood Erikson's Theory  
Social development in middle childhood  
Self-esteem and self-understanding in middle childhood  
Emotional development in middle childhood  
Parental divorce and blended families  
Maternal employment and child development  
Childhood abuse/neglect



### **READ CHAPTER 11**

Adolescence physical development  
Sexual issues in adolescence Substance use during adolescence  
Cognitive Development in Adolescence  
School and adolescence

### **READ CHAPTER 12**

Adolescence: Erikson's Theory  
Developmental tasks of adolescence  
Family dynamics

#### **Week Four Items Due:**

- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- **EXAM #3 - CHAPTERS 9- 12 – due by Sunday 11:55 p.m.**
- **Annotated Bibliography Due by Sunday 11:55pm**

### **WEEK FIVE**

8/2/21

### **READ CHAPTER 13**

#### **Review Week Information– See Marian Online 2**

Early adulthood: physical development  
Sexual activity in early adulthood  
Substance abuse and health  
Cognitive development in early adulthood

### **READ CHAPTER 14**

#### **Review Week Information– See Marian Online 2**

Early adulthood: Erikson's theory  
Social clock and close relationships  
Gender differences in relationships  
Video: Intervention

### **READ CHAPTER 15**

Middle adulthood: physical continuity and change  
Health and fitness  
Stress management  
Cognitive continuity and change  
Information Processing  
Vocational and education opportunities

### **READ CHAPTER 16**

Middle Adulthood: Erikson's Theory  
Midlife crisis or relief  
Gender identity in middle adulthood  
Personality and self-concept continuity and change  
The changing family  
The "Sandwich Generation"  
Vocational Life

#### **Week Five Items Due:**

- Discussion Question #1 Answer – Due Friday – All students

- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- **EXAM #4 (CHAPTERS 13-16) – due Friday by 11:55 p.m.**

## **WEEK SIX**

8/9/21

### **READ CHAPTER 17**

Late Adulthood: Physical and Cognitive Development

Functional age

Physical changes

Health, fitness and disability

Sexuality in late adulthood

Cognitive changes in late adulthood

Language processing in late adulthood

Wisdom

### **READ CHAPTER 18**

Late Adulthood: Erikson's Theory

Personality in late adulthood

Psychological well-being in late adulthood

Housing arrangement in late adulthood Relationships in late adulthood

Elder maltreatment

Retirement

#### **Week Six Items Due:**

- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – Due Sunday
- **Observation Paper – Due Sunday 11:55pm**

## **WEEK SEVEN**

8/16/21

### **READ CHAPTER 19**

**Review Week Information– See Marian Online 2**

Death and dying

Age-related understanding and fear of death

Hospice approach

Grief and bereavement

Advance medical directives

#### **Week Nine Items Due:**

- Discussion Question #1 Answer – Due Friday – All students
- Discussion Question #2 Answer – Due Friday – Teams
- DQ#1 Reply – Due Sunday
- DQ#2 Reply – NO REPLY DUE
- **FINAL EXAM – EXAM #5 (Chapters 17-19) – Due by Sunday 11:55pm – please note if you have completed the first four exams and are happy with the scores – you can skip the final exam (it would be your “dropped” exam)**

**HUMAN DEVELOPMENT PAPER – 40 Pts.**  
**Annotated Bibliographies – 10 Pts.**

You will pick two development cases out of four cases provided for the paper who are in the lifespan stages being. When reviewing the cases, you will be making observations on their physical, cognitive, and psychosocial development and using references to support your observations. You will also apply human development theory to support and explain your observations as well. Cultural comparisons will also be considered.  
(SLO 2, 3, 4, 5 & 6)

**Annotated Bibliographies (10 Points):**

- Include at least four references that are peer reviewed journal articles from the Marian Online 2 library
- Format them in APA formatting (double-spaced, alphabetized by author last name, hanging indent, italicize journal title)
- Include a short summary (2-4 sentences) for each reference with key points you will use in the paper
- ***Due Week Four – Sunday, August 1st by 11:55pm***

**The paper (40 Points) should include:**

- Observations from a biological/physical, cognitive, and psychosocial point of view for at least two of the four people provided
- Use a minimum of two human development theories explaining **each** case/person's development to date (e.g. Erikson, Vygotsky, Piaget, Levinson, Information Processing, etc.)
- Developmental objectives for that period in the lifespan – explain what are average or normal developmental milestones in that age bracket
- Note if the person is meeting or not meeting the objectives for his/her life phase based on your understanding of developmental milestones from the course
- If you believe the person is not meeting objectives for that life stage, provide suggestions on how to help this person meet their target life stage objectives
- Discuss cultural differences for this life stage compared to people from other cultures and countries – be specific and use citations/references
- Summarize this information into a minimum four-page **APA formatted paper** (title pages, abstracts, and references pages do not count towards this minimum)
- <http://owl.english.purdue.edu/owl/resource/560/01/> for tips on APA formatting or see the tips in Marian Online materials.
- The assignment requires a minimum **four references** from peer reviewed professional journals from the library. Your textbook, other books, online websites, newspaper articles, etc. will not count towards this minimum. Also, using abstracts from journals on the web and not reading the full article from the library or paid for from websites will not count towards the minimum.
- Submit your paper to the link in Marian Online

**Paper Due – Week Six by Sunday, August 15th 11:55pm —** Infancy, Toddlerhood, Early Childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood & Late Adulthood (need to evaluate two case studies/people out of the four provided)

**Late penalties are 20% per day up to two days – no papers will be accepted after Tuesday, August 17<sup>th</sup> 11:55pm**

<b>"A" Paper</b>	<b>"B" Paper</b>	<b>"C" Paper</b>	<b>"D"/"F" Paper</b>
<b>28</b>	<b>24</b>	<b>20</b>	<b>16-0</b>
<b>Content and Thesis</b>			
<p>Paper establishes clear thesis and topics support the thesis.</p> <p>Content is specific, appropriate, and credible</p> <p>Paper addresses all required elements noted in the syllabus</p> <p>Paper includes minimum required references that are professional and/or peer reviewed</p>	<p>Paper establishes a thesis and most topics support it properly.</p> <p>Content provides enough detail and for the most part on topic. However, at times goes off topic.</p> <p>Paper includes the required references, but some are not professional or peer reviewed</p>	<p>The paper includes a thesis which is related to the topic, but could be more clearly defined or connected with the project.</p> <p>Content sometimes meanders or becomes off-topic. There should be more supporting sections in the paper to strengthen the thesis.</p> <p>The paper includes some references, but does not include the required amount. Some references are not professional or credible.</p> <p>Paper is short of the word/page minimum.</p>	<p>The paper has a basic theme, but it is difficult to follow the writer's flow of thought or key ideas. There are no professional or peer-reviewed references or resources provided to support the writer's work. The paper is frequently off-topic and is significantly short of the word/page minimum.</p>
<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>Paper and Organization and Structure</b>			
<p>Well-organized and has logical transitions and a fluent writing style</p> <p>Clear introduction, body and conclusion that ties the thesis and all elements together</p> <p>Uses proper paragraph formatting</p> <p>Paper meets word/page requirements</p>	<p>The paper is well organized. It includes transitions, but they are a bit rough or choppy in some parts.</p> <p>The paper includes an introduction, body and conclusion, but they need to be strengthened.</p> <p>The paper meets the word/page requirements.</p>	<p>The paper needs more paragraph structure and is choppy. More transitions are needed to smooth out the delivery of the information.</p> <p>The paper is missing an introduction, body or conclusion.</p> <p>The paper is short the word/page requirements.</p>	<p>The paper is constructed poorly. Significant paragraph and sentence restructuring is necessary. It is missing key parts to the paper.</p>
<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>Spelling and Formatting</b>			

<p>The paper uses proper spelling and grammar. Paper uses APA formatting with few to no formatting errors. All references are properly cited in the text.</p>	<p>A few minor spelling and grammar issues, but does not detract from the message of the paper. Source materials are cited properly, with few.</p>	<p>Citing and referencing needs work. Some references are not cited and some citations are missing on the references page.</p> <p>The spelling and grammar errors disrupt the flow of the paper and detract from the content.</p>	<p>Citations and references are missing throughout the paper. There are high numbers of spelling and grammatical errors, as well as mechanical and formatting problems.</p>
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## PARTICIPATION GRADING GUIDELINES – 5 pts. per DQ

Participation Criteria	Full Credit	Partial Credit	Partial Credit	Partial Credit	No Credit	Points Possible per Discussion
Discussion Questions	<b>5 pts.</b> The discussion question response to and clearly addresses the topic. It meets 250 word min. One reply response was made that is on topic, substantive and meets the 100 words minimum.	<b>4 pts.</b> Meets previous criteria, except either the discussion question answer or the reply is below the word minimum or is off topic.	<b>3 pts.</b> Only the discussion question response was posted. It met the word minimum and was on topic. However, the other portion of the discussion (DQ response or reply) was missing.	<b>2 pts.</b> Only the reply was made, and the discussion question answer is missing.	No DQ posts or responses	<b>5</b>
<b>Total Points</b>						<b>5</b>