

# PSYC 204, Developmental Psychology, Syllabus (3 credits)

## COURSE DESCRIPTION

This study focuses on human growth and development from conception and prenatal through adulthood. *Prerequisite: PSYC 103 Introduction to Psychology.*

## REQUIRED TEXTS & RESOURCES

### Required Textbook:

Kail, R., & Cavanaugh, J. (2017). *Essentials of human development: A life-span view* (2nd ed.)

Cengage. ISBN-10: 1-305-50458-5; ISBN-13: 978-1-305-50458-5

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.point.edu/bookstore](http://www.point.edu/bookstore).

## COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	Unit 1: The Study of Human Development	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapter 1	
	Threaded Discussion 1: Biblical Perspective	Due Week 1, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 1, Day 6
	Assignment: Questions	Due Week 1, Day 7
	Quiz 1	Due Week 1, Day 7
	Final Project: Life Span Project Preparation	

<b>Week 2</b>	<b>Unit 2:</b> <b>Prenatal Development, Infancy, and Childhood:</b> <b>Biological Foundations and Exploration</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 2, 3	
	Threaded Discussion 1: Biblical Perspective	Due Week 2, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 2, Day 6
	Assignment: Questions	Due Week 2, Day 7
	Quiz 2	Due Week 2, Day 7
	Final Project: Life Span Project Preparation	
<b>Week 3</b>	<b>Unit 3:</b> <b>Infancy and Early Childhood</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 4, 5	
	Threaded Discussion 1: Biblical Perspective	Due Week 3, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 3, Day 6
	Assignment: Questions	Due Week 3, Day 7
	Quiz 3	Due Week 3, Day 7
	Final Project: Life Span Project Preparation	
<b>Week 4</b>	<b>Unit 4:</b> <b>Moving From Middle Childhood to Adolescence</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 6, 7, 8	

	Threaded Discussion 1: Biblical Perspective	Due Week 4, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 4, Day 6
	Assignment: Questions	Due Week 4, Day 7
	Quiz 4	Due Week 4, Day 7
	Final Project: Life Span Project Preparation	
<b>Week 5</b>	<b>Unit 5: Moving into Adulthood</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 9, 10	
	Threaded Discussion 1: Biblical Perspective	Due Week 5, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 5, Day 6
	Assignment: Questions	Due Week 5, Day 7
	Quiz 5	Due Week 5, Day 7
	Final Project: Life Span Project Preparation	
<b>Week 6</b>	<b>Unit 6: Young and Middle Adulthood: Relationships, Work and Midlife Matters</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 11, 12, 13	
	Threaded Discussion 1: Biblical Perspective	Due Week 6, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 6, Day 6
	Assignment: Questions	Due Week 6, Day 7
	Quiz 6	Due Week 6, Day 7

	Final Project: Life Span Project Due	Due Week 6, Day 7
<b>Week 7</b>	<b>Unit 7: Late Adulthood: Personal, Social and Beyond</b>	
	Review: Introduction to Topic: PowerPoints/Video	
	Reading: Chapters 14, 15, 16	
	Threaded Discussion 1: Biblical Perspective	Due Week 7, Day 5
	Threaded Discussion 2: You As The Therapist	Due Week 7, Day 6
	Assignment: Questions	Due Week 7, Day 7
	Quiz 7	Due Week 7, Day 7

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

<b>Graded Assignments</b>	<b>Points Possible</b>
Introduce Yourself Forum	5
Discussion Forums 13 @ 20 Points Each, 1 @ 15 Points	275
Assignments: Questions (7@20)	140
Quizzes: 7 @ 40 Points Each	280
Life Span Project: PowerPoint (1@100)/Narrated Presentation (1@200)	300
<b>Total Points:</b>	<b>1000</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Students will explain the history, theories, and methods and learn various stages of development through their life span.		Program Objective(s)
	<b>Objective 1.1:</b> Students will examine the history of the study of human development and how social and cultural factors shape and guide human development.	PSYC - 1.4 HREL - 1.1, 1.2, 1.3
	<b>Objective 1.2</b> Students will describe the process of conception, the critical events in prenatal development to the stages of childbirth and outline the key developmental task faced during each stage of life from infancy through late adulthood.	PSYC - 1.1 HREL - 2.2, 2.3
<b>Goal 2:</b> Students will define the principle theories of human development to explain the physical, cognitive, emotional and social changes that take place during each stage of life.		
	<b>Objective 2.1:</b> Students will demonstrate and discuss the influence of family, work, and relationships through the stages of development.	PSYC - 1.4 HREL - 1.1, 1.2, 1.3, 1.4, 2.4
	<b>Objective 2.2:</b> Compare and contrast the influence of heredity and the environment on human development.	PSYC - 1.2 HREL - 1.5, 2.1
<b>Goal 3:</b> Students will explain the importance of adopting a Christian Worldview to understand human development.		
	<b>Objective 3.1:</b> Students will discuss the origins of human development from a biblical perspective.	PSYC - 1.1 HREL - 1.4
	<b>Objective 3.2:</b> Students will develop an understanding of how biblical teachings can have a positive effect on all aspects of human growth and development.	PSYC - 2.1 HREL - 1.4

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX

(<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## **COURSE EXPECTATIONS**

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

### *Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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