

PSYC 204, Human Development, 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.pointuniversityshop.com.

Additional Materials

American Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. http://jeffreyarnett.com/articles/ARNETT_Emerging_Adulthood_theory.pdf *psychological*, 55(5), 469. Retrieved from

Birch, L.L., & Ventura, A.K. (2009). Preventing childhood obesity: What works? *International Journal of Obesity*, 33, S74-81. Retrieved from <http://www.nature.com/ijo/journal/v33/n1s/full/ijo200922a.html>

Bonyata, K. (2016, January 19) *Breastfeeding past infancy fact sheet* [PDF File]. Retrieved from <http://kellymom.com/ages/older-infant/ebf-benefits/>

Holter, A., Narvae, D. (2011, April 18). Moral Education [PDF File]. Retrieved from <http://www.education.com/reference/article/moral-education/>

McManus, J. L. (1986). Student composed case study in adolescent psychology. *Teaching of Psychology*, 13, 92-93.

Puder, J.J., & Munsch, S. (2010). Psychological correlates of childhood obesity. *International Journal of Obesity*, 34, S37-43. Retrieved from <http://www.nature.com/ijo/journal/v34/n2s/full/ijo2010238a.html>

Retrieved August 11, *Elder abuse and neglect: In search of solutions*. The American Psychological Association. <http://www.apa.org/pi/aging/resources/guides/elder-abuse.aspx> 2012 from

Psychological Yeates, K. O., Bigler, E. D., Dennis, M., Gerhardt, C. A., Rubin, K. H., Stancin, T., & Vannatta, K. (2007). Social outcomes in childhood brain disorder: a heuristic integration of social neuroscience and developmental psychology. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2841002/bulletin>, 133(3), 535. Retrieved from

Videos

- Chiddha, R. (2008, May 13) Anatomy of Childbirth [Video File]. Retrieved from <http://www.pbs.org/wgbh/nova/body/anatomy-childbirth.html>
- Gustav, C. (2007, June 18) *Carl Jung speaks about dying* [Video File]. Retrieved from <https://www.youtube.com/watch?v=LOxIZm2AU4o&list=PL2FF3CFAAAA78D653>
- Lajuti, G. (2015, December 17). *Development psychology (Early adulthood)* [Video File]. Retrieved from <https://www.youtube.com/watch?v=Blw7uliqZT4>
- Leisure Information Network (2014, March). *Ages and Stages of Middle Childhood 6 to 12 Year Olds* [Video File]. Retrieved from https://www.youtube.com/watch?v=OtpiBtL_7zc
- Majoram, A. (2012, April, 21). *Conception to Birth – Visualized* [Video File]. Retrieved from <https://www.youtube.com/watch?v=sqpmzEefWrk>
- Murphy, S. (2011, September 26). Early childhood cognitive [Video File]. Retrieved from https://www.youtube.com/watch?v=lveP3b3_Gas
- NCRLAP (2011, February, 4). *Language for learning: Infants and toddlers* [Video File]. Retrieved from https://www.youtube.com/watch?v=97B_Cwk7vY&list=PLfoJWSBAwZAxpXAHjV6bIIeBJWNSuvZv5
- Saul, P (2013, June 9). *Let's talk about dying* [Video File]. Retrieved from <https://www.youtube.com/watch?v=lkvKGafoYIY>
- Shulman, L. (2014, April 18). Baby Milestones: Motor development [Video File]. Retrieved from <https://www.youtube.com/watch?v=G5wWVNYLBVk>
- Tangen, J. (2013, July 13) *What is developmental Psychology?* [Video File]. Retrieved from <https://www.youtube.com/watch?v=8O6z5-WTHt0&list=PLvD3ERbY65evXa4AtRpSqKIB0up3aAPoi>
- <https://www.youtube.com/watch?v=938oHgGL5xY>Victor, K. (2015, April 5). Late adulthood project [Video File]. Retrieved from

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	
Week 2	Unit 2: Prenatal Development, Infancy, and Childhood: Biological Foundations and Exploration	
	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	
Week 3	Unit 3: Infancy and Early Childhood	
	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	
Week 4	Unit 4: Moving From Middle Childhood to Adolescence	
	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	
Week 5	Unit 5: Moving into Adulthood	
	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	
Week 6	Unit 6: Young and Middle Adulthood: Relationships, Work and Midlife Matters	

	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
Week 7	Unit 7: Late Adulthood: Personal, Social and Beyond	
	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:

Graded Assignments	Points Possible
Discussion Forums 14 @ 20 Points Each	280
Assignments: Questions (7@20)	140
Quizzes: 7 @ 40 Points Each	280
Life Span Project: PowerPoint (1@100)/Narrated Presentation (1@200)	300
Total Points:	1000

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)
	Objective 1.1: 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
	Objective 1.2 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
Goal 2: 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.		
	Objective 2.1: 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
	Objective 2.2: Compare and contrast the influence of heredity and the environment on human development.	PSYC - 1.2 HREL - 1.5, 2.1
Goal 3: Students will explain the importance of adopting a Christian Worldview to understand human development.		

	Objective 3.1: Students will discuss the origins of human development from a biblical perspective.	PSYC - 1.1 HREL -1.4
	Objective 3.2: 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.

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.

Policies

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

COPYRIGHT AND FURTHER DISSEMINATION

All content within this course is intended for transformative, educational, and informational purposes under ([Fair Use](#)). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.

Due to Copyright restrictions courses are unpublished thirty days after the completion of a course. If you wish to maintain access to your personal materials, save them before submitting to the course, or download them before the course is unpublished.