

SYLLABUS

PSYC 3010

Section E04/E05

Human Growth and Development

Spring 2018

Distance Learning, 3 Credits

Instructor: Dr. David S. B. Mitchell; Email: davidm@westga.edu

Teaching Assistant: Mr. William Spencer; Email: wspence1@my.westga.edu

Office: Melson Hall, Room 219 (second floor)

Course Lecture Postings: Mondays and Wednesdays

Course Learning Management System: CourseDen

HYPERLINK: <https://westga.view.usg.edu/>

Communications

Individual communications: Mr. Spencer and I will use our UWG Gmail email addresses that are listed above to communicate with you individually. Neither of us will use the CourseDen email address to send emails or to receive emails. We will typically respond to emails **within 48 hours**.

Normal correspondence (e.g., about course content, assignments, etc.): For all typical questions and concerns, put “*PSYC 3010*” in the subject heading and email Dr. Mitchell at davidm@westga.edu.

Urgent correspondence (e.g., about being late to or missing class due to family emergencies, transportation troubles, etc.): For communications about , please put “*PSYC 3010 Urgent*” in the subject heading and email both Dr. Mitchell at davidm@westga.edu and Mr. Spencer at wspence1@my.westga.edu. If you end up having a **reasonable excuse for not attending class or missing an assignment** such as a family emergency, medical or psychiatric emergency, travel emergency, etc., please let us know ASAP by sending an email. If you will not have access to email, you can have someone else email me in your place. We will excuse the absence if documentation (e.g., a picture of a doctor’s note, a scanned copy of an invoice for car repairs, etc.) can be provided. In the case of “sensitive” emergencies (e.g., a medical procedure or visit, etc.) that you do not want to disclose the nature of, you can blot out or cover the part of the documentation that states the nature of the problem. We are mainly asking for documentation to determine the date and duration of the emergency/problem and that there is some way to verify that it took place. It is not to embarrass or make anyone feel uncomfortable.

Mass/whole class communications: If multiple students have similar questions about something or if there is something that I want to convey to everyone at once, I may send a mass email to all students through the CourseDen messaging system or post/make an Announcement. What that means is that I will use the following ways to communicate important information to everyone at once: 1) the CourseDen Announcements section on the course homepage; 2) the PowerPoint Announcements section at the beginning of a set of slides; 3) the email messaging system in CourseDen.

Other communications: For all other questions, concerns, etc., you can just put “*PSYC 3010*” in the subject heading. If you need to inform us that you will be late to class

Office Hours (By Appointment Only)

To schedule an appointment for either face-to-face or online office hours, email me at davidm@westga.edu at least **24 hours in advance** and put “*PSYC 3010*” in the subject heading.

- **Face-to-Face Office Hours:**
 - **Tuesdays and Thursdays from 2:30pm until 4:30pm** in Melson Hall Room 219
- **Online Office Hours:**
 - **Wednesdays from 10:00am until 12:00pm and from 1:00pm until 3:00pm;**
 - **Fridays from 10:00am until 12:00pm**

During online office hours you will be available to communicate relatively quickly (i.e., synchronously, as opposed to having to potentially wait for a response) with me by using one of the following methods: 1) Gmail email, 2) Google Hangouts, or 3) phone. If the office hours stated here do not work for your schedule, email me and we will see what else we can set up.

Course Description and Objectives

This class will expose us to foundational principles and theories regarding human growth and development in psychological science, their potential application to our lived experience, and the extent to which we perceive these theories to be valid reflections of psychological phenomena. We will attempt to do these aims through the following: identifying central psychological principles and issues pertaining to development; identifying potential application and utilization of this information in our own lives; generation of our own ideas about what theories and ideas make the most sense and to consider alternative and/or synthesized conceptualization where applicable.

Text and Materials

Required Text: Crain, W. *Theories of Development: Concept and Applications* (6th edition). Psychology Press.

Complementary Material (CM): To expand our learning experience, we will also utilize material from articles, videos, and other resources that adds to our class lectures and reading of the Crain text. Unless I state otherwise, I will provide you with either links to or copies of that material by posting them on CourseDen in our Content section (which is also where I will post class lectures) and/or in the lectures themselves. These lectures will typically be in PowerPoint form.

Important Information

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [HYPERLINK https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)

Additionally, I **reserve the right to make changes to this syllabus**. If I do make changes to it, I will notify you all.

Assessments/Assignments

Unless otherwise noted in the Course Schedule below, all assignments are **due on CourseDen by 11:59pm on their due date**. Due dates are listed in the Course Schedule which starts on page 5 below. **Late written assignments** will be accepted, but will **lose 1-10 points per day** past the due date depending on the nature of the assignment. Note that the reflection assignments listed below may be written in **first-person** and do not have to be in APA format. However, if you choose to use direct or indirect citations, you must APA-style in-text citations and create a references page.

- **Syllabus Quiz (1 for 50 points total):** This quiz is to encourage you to look at the syllabus in more depth. You are to take the exam in the **Quizzes section of the Assessments menu** in our course on CourseDen. The exam will be **open-book** and **open-note**, so you can use whatever materials you have been given or have created for this course.
- **Intention Reflection (1 for 200 points total):** In at least **3-5 double-spaced pages** in .doc or .rtf format, consider the following statement: When you think of the idea “human development”, what comes to mind, and what would you like to learn about it? Consider what you think the purpose of human development might be, and its potential personal as well as more general significance for family, community, society, and/or the human species. Choose at least one idea or area of knowledge/sub-discipline that you would like to learn more about relating to human development during your time in this course. Some examples are moral/ethical development, social development, language development. This is to be turned in under the **Assignments section of the Assessments menu** in CourseDen.
 - Some questions that you may want to consider while writing are the following: “How might knowing more about this concept or idea improve my life or the lives of those who I care about?”, “How might this information be useful in my pursuit of answering a certain research question that I am curious about?”, “How might this information improve how I understand myself or other people?”, “How might this question help inform me about life beyond college, such as in career and/or graduate school work?”, etc. Your response must include the following: 1) what you want to learn (i.e., at least one thing that you hope to get out of this course), 2) why you want to learn it (i.e., who or what you hope you to impact by learning it), and 3) how you would want this information to be used (i.e., in what way specifically, small or big, you could see yourself, someone else, or a group of other people using this information).
- **Discussion Question Sets (10 at 25 points each; 250 points total):** The Discussion Question Sets (DQS’s) are type-written assignments that we will complete throughout the

course. They are opportunities for you to share with some of your classmates your **general thoughts** about the topics that we cover. They are to be at least **3-5 full sentences** in length. You will be able to respond to the “**Q**” questions that will be marked and present throughout the PowerPoint slides that I post. The intention behind these activities is to promote student-student engagement, student-content engagement, as well as deeper understanding of the course material.

- Each DQS will consist of the following: 1) one **post (DQp)** of yours to a question from one of the sources listed above, and 2) one **response (DQr)** of yours to one of your classmates who is in your **Communal Learning Group (CLG)**. The DQp’s are due **two days before** the DQr’s are due to allow some time for you to read and respond to your classmates in your CLG. Due dates for each DQp and DQr are listed in the Course Schedule below. DQp’s are worth **15 points** while DQr’s are worth **10 points** each for a total of **25 points** for each DQS. The Discussion Questions can be accessed in one of two places: 1) under the **Discussions section of the Assessments menu**, or 2) under the **Communication** section in our course on CourseDen.
 - Your CLG consists of **3-4 students total** and is a space for you to interact in a way that is more personal than doing so with the entire class. These sets are to be done within the Discussions section on CourseDen. You are encouraged to write/type/dictate your responses to the “**Q**” questions in your own notes. Discussion Question Sets are turned in by doing the following: 1) clicking on “**Start a New Thread**” in your **CLG**, 2) typing out the name of the DQp or DQr that you are responding to (e.g., “DQp #1”), 3) typing or copying and pasting the particular question that you have chosen to respond to in the entry window, then 4) typing your response below that in the entry window, and 5) submitting your response.
 - Additionally, if you end up in a position where no one in your CLG has posted and it is the due date for a given DQr, feel free to simply post another response of your own in response to another “**Q**” question from the PowerPoint slides in your CLG. That will be counted as a “response” to a classmate’s CLG.
- **Exam 1 (1 for 250 points total):** This exam will take place during the second week of our course and will deal with material that we have covered up until that point. It will consist of **at most 25 short-answer questions** that deal with topics throughout the course. The questions will be similar in terms of content and style to our “**Q**” questions. At least some of the questions will have multiple parts. You are to take the exam in the **Quizzes section of the Assessments menu** in our course on CourseDen. The exam will be **open-book** and **open-note**, so you can use whatever materials you have been given or have created for this course. Feel free to utilize other internet sources, but make sure to properly cite any sources

that you use (e.g., the textbook, etc.). Remember that plagiarism is not acceptable, and we will use tools including TurnItIn to check for it.

- **Exam 2 or Paper 2 (choose 1 to complete for 250 points total):** You will be able to pick one of the following to complete and turn in at the end of our time together this semester.
- **Option 1 - Exam 2:** This will be a cumulative second exam and will consist of **at most 25 short-answer questions** that deal with topics throughout the course. The questions will be similar in terms of content and style to our “Q” questions. At least some of the questions will have multiple parts. You are to take the exam in the **Quizzes section of the Assessments menu** in our course on CourseDen. The exam will be **open-book** and **open-note**, so you can use whatever materials you have been given or have created for this course. Feel free to utilize other internet sources, but make sure to properly cite any sources that you use (e.g., the textbook, etc.). Remember that plagiarism is not acceptable, and we will use tools including TurnItIn to check for it.
- **Option 2 - Theory Reflection:** A theory essentially is a set of principles that explain the “why” or reason behind a given phenomenon. For this option, write a 3-5 page reflection in .doc or .rtf format that deals with one of the following: 1) formulate a theory of development of your own, comparing (i.e., providing similarities) and contrasting (i.e., providing differences) between your theory and at least one of the theories that we cover during the course, or 2) critically discuss one of the theories that we cover during the course, stating what was beneficial about the theory in terms of aiding in understanding of development as well as what you think could be improved upon regarding the theory.
- **Option 3 – Relevance Reflection:** Pick a campus or community event in your area to attend and write a 3-5 page reflection in .doc or .rtf format on the event. If possible, choose an event that is relatively in-line in scope, topic, or outcome with what you wrote about for your Intention Reflection. The Relevance Reflection is to include the following: 1) a brief summary of the event; 2) a description of the topic(s) discussed; 3) a discussion of how the topic(s) relate(s) to a specific aspect of or type of development OR to development in general; and 4) any major impressions or “take-away’s” from the experience (i.e., what struck you the most, how this is relevant to your Intention Reflection, or how it is relevant to the course as a whole).
 - If your schedule does not allow you to attend a given event in-person, you have several alternatives: 1) contact the workshop coordinator(s) or speaker(s) and obtain what information you can about the event, and/or 2) conduct an internet search on the topic and obtain what information you can about the topic in general. After doing so, your reflection will proceed in the same manner as if you had attended the event, with the only difference being that the summary of the event would be instead replaced with a summary of how you obtained the information and what you found.

Academic Writing and Citation Tools

- University Writing Center (HYPERLINK: <https://www.westga.edu/writing>): You can make an appointment by: 1) stopping by their office at TLC 1201, 2) calling their office at [678-839-6513](tel:678-839-6513), or 3) emailing their office at writing@westga.edu. If you want writing support for your Case Study or anything else, make an appointment soon as spaces will fill up quickly. Also, please note that the center closes for summer 2017 on Thursday, July 13th.
- APA Format (HYPERLINK <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>): Visit the APA website for a free tutorial and other resources about the basics of writing a paper in APA format/style.
- Purdue OWL (HYPERLINK: <https://owl.english.purdue.edu/owl/section/2/10/>): Visit this easy-to-use website for the basics in APA format/style.
- Son of Citation Machine (HYPERLINK: <http://www.citationmachine.net/>): This is a free citation and reference builder for APA, MLA, Turabian, and Chicago writing and publishing styles.
- Zotero [zoh-TAIR-oh] (HYPERLINK: <https://www.zotero.org/>): This is a free, easy-to-use tool to help you collect, organize, cite, and share your research sources. It lives right where you do your work—in the web browser itself.
- BibMe (HYPERLINK: <http://www.bibme.org/>): This is a free, fully-automatic bibliography maker that auto-fills. It is easy to use to build a works cited page.

Grading Scale

| Grading Scale | | | | | |
|---------------|----------------|----------|-----------------|----------|----------------------|
| | | A | 1000-900 points | B | 899-800 points |
| C | 799-700 points | D | 699-600 points | F | 599 points and below |

Assignment Contribution Towards Grade

| Assignments | Points Toward Grade |
|---|---------------------|
| Syllabus Quiz | 50 |
| Intention Reflection (Week 2) | 200 |
| Exam 1 (Week 9) | 250 |
| Exam 2 or Reflection (Week 17-18*) | 250 |
| Discussion Question Sets (DQS) (Weeks 3-15) | 250 |
| Total Course Points | 1000 |

Proposed Course Schedule

| Wee k # | Date | Due Dates for Assignments | Topics Covered |
|------------|--|--|--|
| 1 | 1/8/18 1/10/18 1/11/18 | Syllabus Quiz | Orientation and Syllabus Overview Culture, Context, and Human Development N/A |
| 2 | 1/15/18 1/15/18 1/17/18 1/18/18 | Chapter 2 Paper 1: Intention Reflection | Martin Luther King Holiday 2018 Development Defined: Founding Principles, and Central Issues Development Defined: Founding Principles, and Central Issues N/A |
| 3 | 1/22/18 1/24/18 1/25/18 | DQp #1; Chapter 1 Chapter 3 DQr #1 | Early Theories Ethological Theories I N/A |
| 4 | 1/29/18 1/31/18 2/1/18 | DQp #2; CM Chapter 17 DQr #2 | Ethological Theories II/Attachment Linguistic Development Theories N/A |
| 5 | 2/5/18 2/7/18 2/8/18 | DQp #3; Chapter 4; CM Chapter 5 DQr #3 | Educational Development Theories Organismic Theories N/A |
| 6 | 2/12/18 2/14/18 2/15/18 | DQp #4; Chapter 6 Chapter 10 DQr #4 | Cognitive Development Theories I Cognitive Development Theories II N/A |
| 7 | 2/19/18 2/21/18 2/22/17 | DQp #5; Chapter 7 CM DQr #5 | Moral Development Theories I Morality Development Theories II N/A |
| 8 | 2/26/18 2/28/18 3/1/18 | Exam 1 (Midterm) Begins; Chapter 11 Chapter 16 Exam 1 (Midterm) Ends | Psychoanalytic/Personality Development Theories Psychoanalytic/Personality Development Theories N/A |
| 9 | 3/5/18 3/7/18 3/8/18 | DQp #7; Chapter 12 Chapter 8 DQr #7 | Psychosocial Theories Learning Theories I N/A |
| 10 | 3/12/18 3/14/18 3/15/18 | DQp #8; Chapter 9 Chapter 15 DQr #8 | Learning Theories II Memory and Development I N/A |
| 11 | 3/19/18 3/21/18 | | N/A: Spring Break 2018 N/A: Spring Break 2018 |
| 12 | 3/26/18 3/28/18 3/29/18 | DQp #9; CM Chapter 13, 14 DQr #9 | Memory and Development II Autism and Non-normative Development N/A |

| | | | |
|----|--------------------------------------|--|---|
| 13 | 4/2/18 4/3/18 4/4/18 4/5/18 | DQp #10; CM CM DQr #10 | Race and Development Scholars' Day 2018 Gender and Development N/A |
| 14 | 4/9/18 4/11/18 4/12/18 | CM CM SPARC | Rites of Passage and Development "Quirks" of Development SPARC 2018 |
| 15 | 4/16/18 4/18/18 | CM CM | Human Boundaries: Comparative Psychology Human Boundaries: Technoprogessive and Transhumanistic Development |
| 16 | 4/23/18 4/25/18 | Chapter 18 CM | Chakra System and Humanistic Theories Contemplative Practices and Human Development |
| 17 | 4/30/18 5/2/18 5/4/18 | CM Paper 2/Exam 2 (Final) Begins Paper 2/Exam 2 (Final) Ends | Contemplative Practices and Human Development; Closing Thoughts N/A N/A |
| * | 5/14/18 | Final Grades Due | Final Grades Due |