

SYLLABUS

PSYC 3010

Human Growth and Development

Section E02/E03

Credits: 4

Spring 2019

Distance

Instructor: David Salisbury Brown Mitchell, Ph.D.

Office: Melson Hall, Room 118 (first floor)

Lecture Postings: Wednesdays and Fridays

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COURSE DESCRIPTION and OBJECTIVES

Course Description: This class will expose us to foundational principles and theories regarding human growth and development from the perspective of psychological science. We will also consider the impact of culture and context on the framing of these theories and principles, and will critically examine the merit of these ideas by applying them to our lived experience.

Course Objectives: The primary objectives in this course will be as follows: 1) to identify central psychological principles and issues pertaining to development; 2) to identify potential personal and/or larger social relevance and implications; 3) to determine how to potentially utilize this information in our own lives; 4) to generate our own ideas about what theories and ideas make the most sense (i.e., have highest face validity).

TEXT and MATERIALS

Required Text: Crain, W. *Theories of Development: Concepts and Applications (6th edition)*. See the course schedule below for chapter reading due dates (listed in blue and yellow).

Other Material: I will also periodically share **supplemental material** from outside of our text. These materials deal with relevant topics. Some of the due dates for these readings are posted below in the course schedule, though others may be added.

OFFICE HOURS

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** of when you would like to meet and put "PSYC 3010" in the subject heading. We can either meet face-to-face or virtually through Gmail email, Google Hangouts, or by phone.

If you speak to me in-person at any point (i.e., during office hours, before or after class, etc.) about a question, concern, or other issue that requires further action on my part, email me afterwards at davidm@westga.edu if I need to follow-up on something. This is to serve as a reminder for me as well as a record that we spoke.

COMMUNICATIONS

Individual communications: I will use my UWG Gmail email address that is listed above when I need to communicate with you individually. I will not typically be using the CourseDen email address to receive emails from you or to send emails. When you have questions or concerns, please email me at the email address above.

- **Normal correspondence (e.g., about course content, assignments, etc.):** For all typical questions and concerns, put "PSYC 3010" in the subject heading and email me at davidm@westga.edu.
- **Urgent correspondence:** For communications about being late to or missing class due to family emergencies,

transportation troubles, etc., please put “PSYC 3010 Online Urgent” in the subject heading and email me at davidm@westga.edu.

- If you end up having a **reasonable excuse for 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 will typically use at least one of the following methods for communicating: 1) send a mass email to all students through the CourseDen messaging system, 2) post an Announcement on our course home page, or 3) state the information during one of my recorded lectures. I will also occasionally post information at the beginning of our slides and share that with you at the beginning of class.

ASSIGNMENTS

To have well-rounded responses to the following assignments as well as to get the most out of the course, I suggest using a combination of lecture notes, text readings, and your own informed opinion. This kind of triangulation should help produce the best learning outcomes. Unless otherwise noted, all assignments and exams will be submitted online via CourseDen. Additionally, quality of a response is generally emphasized over the quantity of a response. Final grades will be determined through a combination of the following assignments and exams:

Intention Reflection (15% of grade; 150 points): In at least **3 double-spaced pages** in .doc or .rtf format, consider the following statement: When you think of the idea “human development”, what comes to mind? Consider what 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, focus, or area of knowledge that you would like to learn more about during your time in this course. You may want to consider looking at the “modules” listed in the course schedule below. Some examples of domains or foci are moral/ethical development, language development, and cognitive (i.e., thinking, memory, etc.) development.

Some guiding questions that you may want to answer in determining an idea or concept’s usefulness include “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).

Participation (45% of grade total: 15 at 30 points each for 450 points total): To invite you all to learn from each other and share with each other, I will place each of you in a learning group of no more than five people. These are spaces where you will be able to do some of the following: 1) provide your perspectives on the material with each other and consider each others’ thoughts, 2) provide honest and respectful feedback about what your classmates are sharing, and 3) even give support and encouragement to each other.

You will be asked to write Discussion Question Sets (DQS's) which are brief (i.e., in **at least 3 full sentences**) type-written assignments that you will submit throughout the course. The DQS's will be completed within a Communal Learning Group (CLG) which will consist 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.

Each of our DQS's will consist of two parts, which are as follows:

- 1) one **DQp (15 points each)**: each **DQp** is a post in which you type in **at least 3 sentences** a response to at least one of the following: 1) a question that I pose in our lectures (often denoted by a "Q" in the slides), 2) how a topic/concept from the most recent chapter that you read relates to your life personally; 3) how a topic/concept from the most recent chapter that you read relates to a larger issue that we face as a society. Each of these (i.e., DQp #1, DQp #2, etc.) must focus on a different question from class;
- 2) one **DQr (15 points each)**: each **DQr** is a **3-4 sentence response** of yours to one of your classmates who is in your **Communal Learning Group (CLG)**. The **DQr's are always due two days after the DQp's are due** in a given week to allow some time for you to read and respond to your classmates in your CLG.
- These assignments are opportunities for you to share with and respond to some of your classmates about what you wrote in some of your Reflections.
- **Due Dates**: Due dates for each DQp and DQr are listed in the Course Calendar below. DQp's are worth **5 points each** while DQr's are also worth **5 points each** for a total of **10 points** for each DQS. Each DQp and each DQr is to be **at least 4 full sentences long** and contain proper grammar. Each of these will be written on CourseDen in a Communal Learning Group, or CLG.
- **Submitting DQS's**: You can access the CourseDen tool to post DQS's 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. The intention behind these activities is to promote student-student engagement, student-content engagement, as well as deeper understanding of the course material. DQp's and DQr's are posted 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, DQr #3, etc.);
 - 3) **typing or copying and pasting** your post/response in the entry window; then
 - 4) **submitting** your response.
 - ****Important Notes**: 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 your own in response to one of the questions that I will be posting in our course lectures. Your post will be counted as a DQr. Also, you will only have access to the CLG to which you have been assigned, so only members of your group can see what you post and vice versa.

Exam (15% of grade; 150 points): There will be one exam which will cover information from the first half of the course. The format will be short answer. This exam format will be used to promote longer-term memory for the material that we cover in class. Exams will be **open-note** and held on CourseDen. I typically allow ample time to take the exam. It will be your responsibility to find a suitable location with stable internet access to take the exam.

Impact Manuscript (25% of grade; 250 Points Total): This assignment is an in-depth analysis of either of the following: 1) a theory that we cover during the course and your reflections on it (i.e., a Theory Reflection), or 2) an event that you attend and how it relates to the content that we cover (i.e., a Relevance Reflection). The paper must contain **at least five in-text citations** that are also contained in an APA-formatted references list. The paper must be in **APA (6th edition) format** with a title page, references page, and contain **at least 1,750 words**. Be sure to include the **word count** at the bottom of the References page. If the paper is submitted in a format other than .doc, .docx, .rtf, or .pdf, it will automatically lose 10 points and need to be resubmitted.

Option 1 - Theory Reflection: Write a paper that critically discusses **at least three** theories and/or concepts that we cover during the course. State 1) what was beneficial about the theories/concepts in terms of aiding our deeper understanding of development, 2) what you think could be improved upon regarding the theories/concepts, 3) how they are similar/relate to one another, 4) and how they diverge/are dissimilar. Though this paper is primarily conceptual in nature, you can tie any concepts/theories that you discuss back to your Intention Reflection.

Option 2 - Relevance Reflection: Pick a campus or community event to attend. 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 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-aways from the experience (i.e., what struck you the most and/or how this is relevant to your Intention Reflection). This paper is primarily practical in nature.

HOUSEKEEPING

Assignments will be accepted late up to a point. **Without a valid excuse for late work, participation assignments lose 1 point per day late, and papers lose 10 points per day late.**

Unless otherwise noted in the syllabus (as in any collaborative group that we will do), you are each to submit assignments and exam responses that are of **your own reflection** on the material that we have covered and **your own opinion**. If you make reference to someone else's work in an assignment or exam response, be sure to give proper credit by including the person's full name and the source (e.g., a website, textbook page, etc.) from which it came.

Common Language for Course Syllabi

Additionally, please review the following **Common Language for Course Syllabi** at the following link:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester. There are more resources regarding academic resources in the following link: http://www.westga.edu/assetsSA/counseling/Academic_Support_Services.pdf

***Note:** I reserve the right to make changes to this syllabus -- particularly as it concerns the course schedule. If I do so, I will notify you of these changes.

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

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

ASSIGNMENT POINT ALLOCATION TOWARDS GRADE

Assignments	Points Toward Grade
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Intention Reflection (Week 3)	150
Participation (DQp's and DQr's; Weeks 2 through 16)	450
Midterm Exam (Week 9)	150
Impact Manuscript (Week 18)	250
Total Course Points	1000

Course Schedule

Week #	Date	Due Dates for Readings and Assignments	Modules Covered
1	1/5/19	Syllabus	Syllabus Posted
2	1/9/19	DQp #1	Syllabus Overview; Foundational Principles and Terms
	1/11/19	Chapter 1 DQr #1	Foundational Principles and Terms
3	1/16/19	Chapter 2 DQp #2; Intention Reflection	Early Theories
	1/18/19	Chapter 3 DQr #2	Ethological Theories
4	1/23/19	DQp #3	Ethological Theories
	1/25/19	Chapter 4; Chapter 5 DQr #3	Ethological Theories; Cognitive and Educational Theories
5	1/30/19	Chapter 5; Chapter 6 DQp #4	Cognitive and Educational Theories
	2/1/19	Chapter 6 DQr #4	Cognitive and Educational Theories
6	2/6/19	Chapter 10 DQp #5	Cognitive and Educational Theories
	2/8/19	Supplemental Material DQr #5	Cognitive and Educational Theories
7	2/13/19	Chapter 8 DQp #6	Learning Theories
	2/15/19	Chapter 8 DQr #6	Learning Theories
8	2/20/19	Chapter 9 DQp #7	Learning Theories
	2/22/19	Supplemental Material DQr #7	Ecological Theories
9	2/27/19	DQp #8; Midterm Exam	Racial Development Theories
	3/1/19	DQr #8	Racial Development Theories
10	3/6/19	DQp #9	Gender and Sexual Orientation Development Theories
	3/8/19	DQr #9	Systems Theories (Families and Group Dynamics)
11	3/13/19	Chapter 11 DQp #10	Psychodynamic and Psychosocial Theories
	3/15/19	Chapter 12 DQr #10	Psychodynamic and Psychosocial Theories

12	3/20/19	Spring Break	N/A
	3/22/19	Spring Break	N/A
13	3/27/19	Chapter 13 DQp #11	Psychodynamic and Psychosocial Theories
	3/29/19	Chapter 14 DQr #11	Psychodynamic and Psychosocial Theories
14	4/3/19	Chapter 15 DQp #12	Psychodynamic and Psychosocial Theories
	4/5/19	Chapter 16 DQr #12	Personality Development
15	4/10/19	Chapter 17 DQp #13	Language Development
	4/12/19	Chapter 7 DQr #13	Moral Development
16	4/17/19	Chapter 18 DQp #14	Other Considerations: Humanistic Psychology and Contemplative Psychology
	4/19/19	DQr #14	Other Considerations: Contemplative Psychology
17	4/24/19	DQp #15	Other Considerations: Comparative Psychology
	4/26/19	DQr #15	Other Considerations: Technology and Psychology; Closing Thoughts
18	5/1/19	Impact Paper	
	5/3/19		