

## SYLLABUS

**PSYC 3010**  
**Human Growth and Development**  
**Section E06/E07**  
**Credits: 4**  
Fall 2019  
Distance Learning (Online)

**Instructor:** David Salisbury Brown Mitchell, Ph.D.  
**Office:** Melson Hall, Room 118 (first floor)  
**Lecture Postings:** Tuesdays and Thursdays

## 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 (6<sup>th</sup> 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** that is not in our required 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 throughout the semester.

## OFFICE HOURS (By Appointment)

To schedule an appointment for either face-to-face (i.e., in Melson Hall Room 118 or in some other predetermined location) or online (i.e., over the phone or through the CourseDen [chat](#) tool), email me using the CourseDen email system **at least 24 hours in advance** of when you would like to meet.

## COMMUNICATIONS

- **Individual communications:** If you need to reach me with a question or concern (e.g., about course content, assignments, and similar matters, please email me using the CourseDen email center. I will typically respond to emails within 24-48 hours. However, if you have not received a reply within that time frame, feel free to send a follow-up email. I will also generally use the CourseDen email center to communicate with you individually.
  - **Urgent correspondence:** For communications about being late to or missing class due to family emergencies, transportation troubles, etc., please put the word “*Urgent*” in the subject heading when you email me.

- **Missing class postings and assignments:** If you end up having a **reasonable excuse for missing class lecture postings or missing an assignment** such as a family emergency, medical or psychiatric emergency, travel emergency, etc., please let me know as soon as you can by sending an email. If documentation (e.g., a picture of a doctor's note, a scanned copy of an invoice for car repairs, etc.) can be provided, the missed lectures may be excused and more time may be given for missing assignments. 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. I ask for documentation to determine the date and duration of the emergency/problem and to verify its occurrence. 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 get in touch with all of you at once through one of several ways: a) an email sent through the CourseDen email system, b) an announcement posted on our course home page, or c) an announcement posted at the beginning of our lecture slides. Please be sure to check these sources regularly for new information.

## 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 to generate your responses. This kind of approach should help to produce the best learning outcomes. Be sure to **check your work** for good spelling, grammar, and flow. Unless otherwise noted, all assignments and exams will be submitted online via CourseDen. Additionally, the quality of a response is generally emphasized over the quantity of a response. If the paper is submitted in a format other than .doc, .docx, .rtf, or .pdf, it will automatically lose 10 points per day until it is resubmitted. Papers (i.e., the narratives and reflections) are to be: **double-spaced**, between **10 and 12-point**, and be in **font** that is relatively easy to read (e.g., Arial, Times New Roman, Calibri, etc.).

Final grades will be determined through a combination of the following assignments and exams:

**Journey Narrative (15% of grade; 150 points):** In at least **750 words**, respond to the following statements: a) Who am I now and how, if at all, is that different from or similar to who I have been? (i.e., how would you identify yourself now as opposed to when you were younger), b) From where (and/or from what) do I come? (i.e., whether you point to your own origins in a person or group of people, a place or set of places, a set of principles or values, a society or nation, etc.), c) To where am I going? (i.e., aspirations, goals, plans to end up in a specific location, to give back to a particular community, etc.), and d) how might my development be different from or similar to the developmental journey of family, friends, community, society, and/or the human species as a whole (i.e., how are you unique and at the same time similar to others)?

**Discussion Question Sets (45% of grade total: 15 at 30 points each for 450 points total):** We are all a part of this class community. Since you are all students in this class and are members of the University of West Georgia community, you have a common identity. I ask that you do your best to work together, share together, and help each other to engage with the material in ways that are for your collective benefit.

In order to aid that process, you will each be placed in a communal learning group (CLG) of no more than five people. These groups are online forums within CourseDen where you will be able to do some of the following: a) share your perspectives on the material with each other and consider each others' thoughts, b) share honest and respectful feedback about what your classmates have posted,

and c) even give support and encouragement to each other. You may not always have the same opinions or thinking about course material or others' perceptions and beliefs, and in those cases I invite you to respectfully disagree with your classmates. Only you, the people in your particular CLG, and me and our TA will be able to see your posts within these groups. The rest of the class will be unable to see them. This format is to facilitate more open sharing, as I realize that at least for some (even in an online setting), sharing thoughts with the whole class can be intimidating.

Discussion Question Sets (DQS's) are brief (i.e., in **at least 3 full sentences**) type-written assignments that you will submit throughout the course within the CLG's.

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 long-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 material that we have covered throughout the course. The paper must contain **at least five in-text citations** from our required text or elsewhere that are also contained in an [APA-formatted references list](#). The paper must be in **APA (6th edition) format** with at least a title page, main body, and references page, and contain **at least 1,750 words**. Be sure to include the **word count** (e.g., by typing “Word Count: 1,860”) at the bottom of the References page.

**Option 1 - Personal Reflection:** Write a paper that critically discusses how theories and concepts that we have covered during the course help to explain your Journey Narrative. The reflection is to include the following: a) your original Journey Narrative, b) a description of **at least two theories and at least six concepts** that we have covered in the course, c) how those theories and concepts have aided your understanding of your own development as written about in your Journey Narrative, and d) providing any major impressions or take-aways from the experience that relate to the definition of human development that we discussed at the beginning of the course. **At least half of the eight** total theories and concepts need to be from the second half of the course (i.e., from material covered after the midterm).

**Option 2 - Experience Reflection:** Pick at least one campus and/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 Journey Narrative. The reflection is to include the following: a) a summary of the event(s) and why you chose to attend the particular event(s), b) a description of **at least two theories and at least six concepts** that we have covered, c) a discussion of how those concepts and/or theories might relate to the event(s) (i.e., by aiding your understanding of the purpose of the event(s), by explaining what happened during the event(s), etc.), and d) providing any major impressions or take-aways from the experience that relate to the definition of human development that we discussed at the beginning of the course. **At least half of the eight** total theories and concepts need to be from the second half of the course (i.e., from material covered after the midterm).

## HOUSEKEEPING

Assignments will be accepted late up to a point. **Without a valid excuse for late work, communal learning 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 from **your own reflection and opinion** on the material. 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. Academic dishonesty (e.g., plagiarism) is a serious offense and is punishable in a variety of ways, from not receiving credit on that assignment to being expelled from the university. Take note that if someone else is involved (e.g., another student) who is tied to the university, that that person can receive disciplinary action as well which may be harsher. Expect that at the least, no credit will be given for that assignment.

Due to the intended communal nature of this course, I ask that each and every one of us hold ourselves to high standards and integrity in our actions.

## 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](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](mailto: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

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

### POINTS OVERVIEW

<b>Assignments</b>	<b>Points Toward Grade</b>
Journey Narrative (Week 3)	150
Discussion Question Sets (DQp's and DQr's; Weeks 2 through 17)	450
Midterm Exam (Week 9)	150
Impact Manuscript (Week 18)	250
<b>Total Course Points</b>	<b>1000</b>

### COURSE SCHEDULE\*\*

<b>Wee k #</b>	<b>Date</b>	<b>Due Dates for Readings and Assignments</b>	<b>Modules Covered</b>
<b>1</b>	<b>8/15/19</b>	<b>Syllabus</b>	<b>Syllabus Overview</b>
<b>2</b>	<b>8/20/19</b>	<b>Supplemental Material DQp #1</b>	<b>Foundational Principles and Terms</b>
	<b>8/22/19</b>	<b>Chapter 1 DQr #1</b>	<b>Foundational Principles and Terms</b>
<b>3</b>	<b>8/27/19</b>	<b>Chapter 2 DQp #2; Intention Reflection</b>	<b>Early Theories</b>
	<b>8/29/19</b>	<b>Chapter 3* (Darwin, Lorenz, &amp; Tinbergen) DQr #2</b>	<b>Ethological Theories</b>
<b>4</b>	<b>9/3/19</b>	<b>Supplemental Material DQp #3</b>	<b>Ethological Theories; Cognitive and Educational Theories</b>
	<b>9/5/19</b>	<b>Chapter 4 DQr #3</b>	<b>Cognitive and Educational Theories</b>
<b>5</b>	<b>9/10/19</b>	<b>Chapter 5; Chapter 6 DQp #4</b>	<b>Cognitive and Educational Theories</b>
	<b>9/12/19</b>	<b>Chapter 6 DQr #4</b>	<b>Cognitive and Educational Theories</b>
<b>6</b>	<b>9/17/19</b>	<b>Chapter 10 DQp #5</b>	<b>Cognitive and Educational Theories</b>
	<b>9/19/19</b>	<b>Supplemental Material DQr #5</b>	<b>Cognitive and Educational Theories</b>
<b>7</b>	<b>9/24/19</b>	<b>Chapter 8 DQp #6</b>	<b>Learning Theories</b>
	<b>9/26/19</b>	<b>Chapter 8 DQr #6</b>	<b>Learning Theories</b>
<b>8</b>	<b>10/1/19</b>	<b>Chapter 9 DQp #7</b>	<b>Learning Theories</b>
	<b>10/3/19</b>	<b>Supplemental Material DQr #7</b>	<b>Ecological Theories</b>
<b>9</b>	<b>10/8/19</b>	<b>Supplemental Material DQp #8; Midterm Exam</b>	<b>Racial Development Theories</b>
	<b>10/10/19</b>	<b>DQr #8</b>	<b>Racial Development Theories</b>
<b>10</b>	<b>10/15/19</b>	<b>DQp #9</b>	<b>Gender and Sexual Orientation Development Theories</b>

	10/17/19	Supplemental Material DQr #9	Systems Theories
11	10/22/19	Chapter 11 DQp #10	Psychodynamic and Psychosocial Theories
	10/24/19	Chapter 12 DQr #10	Psychodynamic and Psychosocial Theories
12	10/29/19 9	Chapter 13 DQp #11	Psychodynamic and Psychosocial Theories
	10/31/19	Chapter 14 DQr #11	Psychodynamic and Psychosocial Theories
13	11/5/19	Chapter 15 DQp #12	Psychodynamic and Psychosocial Theories
	11/7/19	Chapter 3* (Bowlby & Ainsworth); Supplemental Material; Chapter 16 DQr #12	Psychodynamic and Psychosocial Theories; Personality Development
14	11/12/19	Chapter 17 DQp #13	Language Development
	11/14/19	Chapter 7 DQr #13	Moral Development
15	11/19/19	DQp #14	Other Considerations: Comparative Psychology
	11/21/19	DQr #14	Other Considerations: Technology and Psychology
16	11/26/19		Thanksgiving Break (No Class)
	11/28/19		Thanksgiving Break (No Class)
17	12/3/19	Chapter 18 DQp #15	Other Considerations: Humanistic Psychology and Contemplative Psychology
	12/5/19	DQr #15	Other Considerations: Contemplative Psychology; Closing Thoughts
18	12/7/19 - 12/14/19	Impact Manuscript	
	12/16/19	Final Grades Due	

\*Note: We will be covering Chapter 3 in two parts, splitting its content between Week 3 and Week 13

\*\*Several other important dates are as follows:

- August 20: Last day to add/drop a class 11:59 pm
- Aug 23-27: Roster Verification
- October 9: Last day to withdraw (W) from full-term UWG courses