

SYLLABUS

PSYC 3010
Human Growth and Development
Section E04
Credits: 4

Summer 2020 (Session IV)
Distance Learning (Online)

Instructor: David Salisbury Brown Mitchell, Ph.D.
Office: Melson Hall, Room 118 (first floor) Home, for now
Lecture Postings: Monday-Friday

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 understand 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 and in other real-world situations.

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** 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 a virtual appointment (e.g., over the phone, etc.), email me at davidm@westga.edu with your requested day and time **at least 24 hours in advance** of when you would like to meet. I will email you back as soon as I can.

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 at davidm@westga.edu. 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.
 - **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

Final grades will be determined through a combination of the following assignments (each of which is highlighted in green in the course schedule at the end of this syllabus):

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) consist of two parts, each of which is relatively brief (i.e., in **at least 3 full sentences**) type-written assignments that you will submit throughout the course within the CLG's.

The two parts of the DQS 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.
 - 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.
 - Your DQp's can be about any material that we have covered thus far and does not have to be about the content that I post on that same day. The only caveat is that you cannot respond to the same **Q** question that you used to write a previous DQp.

Midterm Narrative (15% of grade; 150 points): Take a look back at your Journey Narrative and answer the following questions: a) what (i.e., concepts, theories, etc., particularly focusing on the **bold** and *italicized* terms in the lectures and textbook) have I learned so far in this course that can help me to understand what I wrote in my Journey Narrative; b) how and when (i.e., identifying processes, behaviors, contexts, and scenarios) you can apply these concepts, theories, etc.; c) how and when might other people (i.e., loved ones, communities that you are a part of, society as a whole) might apply these concepts, theories, etc. Be as specific as you can. The paper must be in **APA (6th edition) format** with at least a title page, main body, and references page, and contain **at least 1,200 words**. Be sure to include the **word count** (e.g., by typing "Word Count: 1,860") at the bottom of the References page.

Impact Narrative (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.** I reserve the right to make changes to this syllabus (e.g., the course schedule). If I do, I will notify you all.

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

***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 PSYC 3010 Syllabus (Summer 2020) David S.B. Mitchell, Ph.D.

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.

- *Grammarly* (HYPERLINK: <https://www.westga.edu/uwgonline/grammarly.php>): Students have free access to this tool. It isn't always perfect (so be sure to always proofread carefully, regardless of whether you're using this tool), but can be of use when composing written documents.
- 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.
 - *APA Style Blog*: This is a wonderful resource (I use it all the time!) for more of the “nitty gritty”, specific questions that the APA Style guide may not address. APA is now on its 7th edition (launched last fall), but I realize that many students may still be most familiar with 6th edition. **If you want to use 7th edition instead in any of your documents for this class, just say as much in the notes section when you upload/submit them.**
 - 6th Edition (HYPERLINK: <https://apastyle.apa.org/6th-edition-resources>). The blog for the previous version of the APA Style Guide is still available and is archived online.
 - 7th Edition (HYPERLINK: https://apastyle.apa.org/blog?_ga=2.163302460.1423056180.1593136847-1660751756.1593136847). The blog for the newest version of the APA Style Guide can be found at the link above.
- *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.

GRADING SCALE	
GRADE	Point Range
A	1000-900
B	800-899
C	700-799
D	600-699
F	599 and below
POINTS OVERVIEW	
Assignments	Points Toward Grade
Journey Narrative	150
Discussion Question Sets (DQp's and DQr's)	450
Midterm Narrative	150
Impact Narrative	250
Total Course Points	1000

COURSE SCHEDULE**

Day #	Date	Due Dates for Readings and Assignments	Modules Covered
1	6/26/20	Syllabus	Syllabus Overview
		Supplemental	Foundational Principles and Terms

		Material DQp #1	
2	6/29/20	Chapter 1 DQr #1	Foundational Principles and Terms
		Chapter 2 DQp #2; Journey Narrative	Early Theories
3	6/30/20	Chapter 3* (Darwin, Lorenz, & Tinbergen) DQr #2;	Ethological Theories
		Supplemental Material DQp #3	Ethological Theories; Cognitive and Educational Theories
4	7/1/20	Chapter 4 DQr #3;	Cognitive and Educational Theories
		Chapter 5; Chapter 6 DQp #4	Cognitive and Educational Theories
5	7/2/20	Chapter 6 DQr #4	Cognitive and Educational Theories
		Chapter 10 DQp #5	Cognitive and Educational Theories
6	7/3/20	Supplemental Material DQr #5	Cognitive and Educational Theories
		Chapter 8 DQp #6	Learning Theories
7	7/5/20	Chapter 8 DQr #6	Learning Theories
		Chapter 9 DQp #7	Learning Theories
8	7/6/20	Supplemental Material DQr #7	Ecological Theories
		Supplemental Material DQp #8; Midterm Narrative	Racial Development Theories
9	7/7/20	DQr #8	Racial Development Theories
		DQp #9	Gender and Sexual Orientation Development Theories
10	7/8/20	Supplemental Material DQr #9	Systems Theories
		Chapter 11 DQp #10	Psychodynamic and Psychosocial Theories
11	7/9/20	Chapter 12 DQr #10	Psychodynamic and Psychosocial Theories
		Chapter 13 DQp #11	Psychodynamic and Psychosocial Theories

12	7/10/20	Chapter 14 DQr #11	Psychodynamic and Psychosocial Theories
		Chapter 15 DQp #12	Psychodynamic and Psychosocial Theories
13	7/13/20	Chapter 3* (Bowlby & Ainsworth); Supplemental Material; Chapter 16 DQr #12	Psychodynamic and Psychosocial Theories; Personality Development
		Chapter 17 DQp #13	Language Development
14	7/14/20	Chapter 7 DQr #13	Moral Development
		DQp #14	Moral Development
15	7/15/20	Supplemental Material	Moral Development
			Moral Development
16	7/16/20	DQr #14	Other Considerations: Comparative Psychology
			Other Considerations: Technology and Psychology
17	7/17/20	Chapter 18	Other Considerations: Humanistic Psychology
		DQp #15	Other Considerations: Transpersonal/Contemplative Psychology
18	7/20/20	DQr #15	Other Considerations: Transpersonal/Contemplative Psychology
		Supplemental Material	Other Considerations: Memory
19	7/21/20	N/A	Closing Thoughts
	7/23/20	Impact Narrative	
	7/27/20	Final Grades	

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