



**Division of Social and Behavioral Sciences
Department of Psychology**

PSYC 2308: Human Growth & Development/Childhood and Adolescence
85850 – Spring, 2016
3-hour lecture course / 48 hours per semester/ 16 Weeks
Distance Education

Instructor: Denise R. Boyd, Ed.D.

Instructor Contact Information: Quickmail

Department Contact Information: Karen.Saenz@hccs.edu

Office Location and Hours

Please feel free to contact me by email concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics by appointment. My office is at the Central campus.

Email Policy

HCCS policy requires instructors and students to communicate only through the HCCS email system. The Quickmail tool in Eagle Online works within the HCCS email system. Distance Education policy requires students and instructor use it to communicate. If you have not activated your HCCS student email account, you can do so [here](#). You can expect me to respond to your emails within twenty-four hours.

Course Description

PSYC 2308 is a study of normal physiological, intellectual, and emotional development and functioning of the child from conception through adolescence. The course emphasizes normal child development, the family, parent-child interaction, and the psychological and cultural forces affecting them.

Prerequisites

The minimum requirements for enrollment in PSYC 2308 are as follows: Students must have satisfied the requirements for college-level reading and writing skills (or GUST 0342 as a reading co-requisite; ENGL 0310/0349 as a writing co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Program Student Learning Outcomes (PSLOs)

1. **All Students:** Upon completion of any course in the psychology program, students will be able to define, discuss, and apply psychological terms and concepts that are covered in the course and are also referred to in news reports, self-help materials, and the process of seeking and engaging in psychotherapy.
2. **Psychology Majors:** Upon completion of any course in the psychology program, students who are seeking undergraduate degrees in psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in upper division psychology course that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history, and systems of psychology).
3. **Non-Psychology Majors:** Upon completion of any course in the psychology program, students who are seeing degrees in fields other than psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in psychology-related course that are required for degrees in fields other than psychology (e.g., nursing skills, consumer behavior, research methods).

Course Student Learning Outcomes (CSLOs) and Learning Objectives

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| SLO #1: Identify basic milestones in physical, cognitive and psychosocial development. |
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| 1.1 Basic stages and milestones of biological development from conception to adulthood. |
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| 1.2 Cognitive developmental stages according to Piaget. |
| 1.3 Psychosocial developmental stages according to Freud and Erikson. |
| SLO #2: Identify the basic theories of human development and research methods used by developmental scientist. |
| 2.1. Psychodynamic principles of development |
| 2.2. Learning theory explanations of development |
| 2.3. Cognitive and cognitive-developmental principles of development |
| 2.4. Biological principles of development |
| 2.4. Systems theory explanations of development |
| 2.5 Research designs and methods |
| SLO #3: Demonstrate the ability to apply course concepts to child care and parenting situations. |
| 3.1. Apply research and best practice standards to practical questions and issues involving prenatal care and the process of birth, including: stages, complications, Apgar, and capabilities of the newborn. |
| 3.2 Apply research and best practice standards to practical questions and issues involving the development of the infant and toddler, including: SIDS, effects of malnutrition, breastfeeding v. bottle feeding, brain growth, motor development, and changes in sensation/perception. |
| 3.3 Apply research and best practice standards to practical questions and issues involving early childhood development, including the application of behavioral, sociocultural, and Piagetian theories of development. |
| 3.4 Apply research and best practice standards to practical questions and issues involving development in middle childhood, including: peers, school, physical development, skills acquisition, and moral development. |
| 3.5 Apply research and best practice standards to practical questions and issues involving adolescent development, including: physical maturation, identity formation, high risk behavior, and formal operations. |
| 3.6 Apply research and best practice standards to practical questions and issues involving culture, media, day care and school, family dynamics, nutrition, biological, maturation, and peer relationships. |

Instructional Methods

Success in the Course

As with any three-hour course, you should expect to spend **at least six hours per week** outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, completing assignments and taking exams in Eagle Online. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Eagle Online Learning Management System

This section of PSYC 2308 will use Eagle Online for all assignments, exams, and activities. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

MyPsychLab

MyPsychLab is a premium website that accompanies the textbook. It includes an e-book. MyPsychLab is not required in this class. However, you can register for two weeks of free access to it, including the ebook. This is a good option for students who must delay getting a textbook for financial reasons. To register for free access, go to MyPsychLab.com, click the "Student" button and follow the on-screen instructions. You will be prompted to enter a course ID. The course ID is **boyd64998**.

Instructional Materials

Textbook

Boyd, D., & Bee, H. (2012). *The Developing Child* 13E. Upper Saddle River, NJ: Pearson.

Supplementary Resources

Supplementary resources are posted in the "Supplementary Resources" folder on Eagle Online.

Get Started Activities, Unit Exams, Essay, and Comprehensive Final Exam

Get Started Activities

You must complete all of the activities in the “Get Started” folder on Eagle Online by 11:55 p.m. on the date shown in the Course Calendar. The activities will count a total of **50 points**.

Unit Exams

There are comprehensive, open-book exams for each unit of instruction. All of the exams are available on the first day of class but must be completed by 11:55 p.m. on the due dates shown in the course calendar. The exams have no time limits and can be reopened as many times as students like prior to their due dates. Instructions for printing the exams are provided on the course homepage so that students can work on the exams offline if they choose to. Each unit exam consists of 75 multiple-choice questions and counts 150 points. Thus, exams will count a total of **300 points**.

Essay

You will watch a documentary and write a 2- to 3-page essay that describes the ways in which the person or group of people feature in the video demonstrate the characteristics of one of the developmental stages you will learn about in this course. Complete instructions for the assignment and links for submitting an optional rough draft and the essay are posted in the “Essay” folder on Eagle Online. The essay will count **50 points**.

Comprehensive Final Exam

There will be a comprehensive exam covering all chapters consisting of 100 multiple-choice questions. Unlike the unit exams, the final exam has a two-hour time limit and must be completed in one sitting. It cannot be printed. You will see only one question at a time. After you save the answer to a question, you cannot return to it. The exam will be available only during the period shown in the course calendar and must be completed by 11:55 p.m. on the final day of the availability period. The final exam will count **100 points**.

Grading Formula

Your course grade will be determined by the total number of points you earn in the course.

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| A | 450+ |
| B | 400-449 |
| C | 350-399 |
| D | 300-349 |
| F | <300 |

HCC Grading Scale

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|------------------|-------------------------------|-----------------------|
| A | 100-90 | 4 points per semester |
| B | 89-80 | 3 points per semester |
| C | 79-70 | 2 points per semester |
| D | 69-60 | 1 point per semester |
| F | <60 | 0 points per semester |
| FX | Failure due to non-attendance | 0 points per semester |
| IP (In Progress) | | 0 points per semester |
| W (Withdrawn) | | 0 points per semester |
| I (Incomplete) | | 0 points per semester |
| AUD (Audit) | | 0 points per semester |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Makeup Policy

No makeup work is allowed.

Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester.

COURSE CALENDAR

| Weeks | Dates | Reading Assignments/What’s due |
|-------|-----------|---|
| 1-8 | 1/19-3/13 | <p>Get Started activities due by 11:55 p.m. on 1/25</p> <p>Unit I Readings Chapter 1 Basic Issues in the Study of Development Chapter 2 Prenatal Development Chapter 3 Birth and Early Infancy Chapter 4 Physical Development Chapter 5 Perceptual Development Chapter 6 Cognitive Development I: Structure and Process Chapter 7 Cognitive Development II: Individual Differences in Cognitive Abilities Chapter 8 The Development of Language</p> <p>Unit I Exam due by 11:55 p.m. on 3/13 Optional Rough draft of Adult Development Essay due by 11:55 p.m. on 3/13</p> |
| 9 | 3/14-3/20 | Spring Break |
| 10-16 | 3/21-5/13 | <p>Spring Holiday 3/25</p> <p>Last day to withdraw 4/5</p> <p>Unit II Readings Chapter 9 Personality Development: Alternate Views Chapter 10 Concepts of Self, Gender, and Sex Roles Chapter 11 The Development of Social Relationships Chapter 12 Thinking about Relationships: Social-Cognitive and Moral Development Chapter 13 The Ecology of Development: The Child within the Family System Chapter 14 Beyond the Family: The Impact of the Broader Culture Chapter 15 Atypical Development Epilogue Putting it All Together: The Developing Child</p> <p>Unit II Exam due by 11:55 p.m. on 5/8 Essay due by 11:55 p.m. on 5/8</p> <p>Comprehensive Final Exam available 5/9-5/13 Comprehensive Final Exam due by 11:55 p.m. on 5/13</p> |

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:

- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#) and [HCCS Distance Education Student Handbook](#)

Attendance

In a Distance Education course, attendance consists of logging in and completing assignments. If you do not log in and complete the Get Started activities by the due date in the course calendar, you will be dropped for non-attendance.

Withdrawal

If you decide to withdraw from the course, it is your responsibility to file the proper paperwork with the registrar's office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

Virtual Classroom Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

Student Organizations

Psi Kappa

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook page](#).

Psi Beta

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta website](#). For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

Psychology Achievers Scholarship

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

Tutoring

[AskOnline](#) provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

HCCS Student Policies

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at this link:

<http://central.hccs.edu/students/student-handbook/>

HCCS Distance Education Policies

All Distance Education students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. The DE Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the [DE Student Handbook](#).