



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

PSYC 2308: Human Growth & Development/Childhood & Adolescence
CRN# 10317 – Fall, 2016
3 hour lecture course / 48 hours per semester/16 Weeks
HCC-Online

Instructor: Denise R. Boyd, Ed.D.

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Psychology Department Chair: Dr. Karen P. Saenz, karen.saenz@hccs.edu

Office Location and Hours

Please feel free to contact me through the Canvas Inbox 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. Most issues can be resolved through email. However, I am available meet with you by appointment at my office on the Central campus.

Email Policy

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-e-maileagle-id/) (<http://www.hccs.edu/district/students/student-e-maileagle-id/>). Please use the Canvas Inbox to email me. Download the Canvas App so that you can read my messages and replies on your mobile device.

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

PSYC 2308 requires college-level reading and writing skills. Research indicates that you are most likely to succeed if you have already taken and passed ENGL 1301. The minimum requirements for enrollment in PSYC 2308 include placement in college-level reading (or take GUST 0342 as a co-requisite) and placement in college-level writing (or take ENGL 0310/0349 as a 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) for all PSYC Courses

1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).
2. Outline, define, discuss, and apply the steps of the scientific method.
3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.
4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.

Core Curriculum Objectives (CCOs) for all PSYC Core Courses

PSYC 2301 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Discipline Committee has specified that the course addresses the core objectives as follows:

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.
- **Quantitative and Empirical Literacy:** Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.

Course Student Learning Outcomes (CSLOs) for PSYC 2308

Upon completion of PSYC 2308, the student will be able to:

1. Identify basic milestones in physical, cognitive, and psychosocial development
2. Define the concepts and terms associated with the major theories of child and adolescent development
3. Identify research methods used by developmental scientists.
4. Apply course concepts to child care and parenting situations.

Learning Objectives

CSLO #1: Identify basic milestones in physical, cognitive and psychosocial development.
1.1 Basic stages and milestones of biological development from conception to adulthood. 1.2 Cognitive developmental stages according to Piaget. 1.3 Psychosocial developmental stages according to Freud and Erikson.
CSLO #2: Define the concepts and terms associated with the major theories of child and adolescent development.
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
CSLO #3 Identify research methods used by developmental scientists.
a. Cross-sectional designs b. Longitudinal designs c. Cross-sequential designs d. Descriptive methods e. Experimental methods f. Correlational methods
CSLO #4: Demonstrate the ability to apply course concepts to child care and parenting situations.
4.1. 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. 4.2 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. 4.3 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. 4.4 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. 4.5 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. 4.6 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, attending class, completing assignments in Eagle Online, and participating in class discussions. 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 Canvas Learning Management System

This section of PSYC 2314 will use Eagle Online Canvas for all instruction, assignments, exams, and activities. To log in, go to www.hccs.instructure.com and follow the instructions. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. **YOU MUST**

USE FIREFOX OR CHROME AS YOUR BROWSER. For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials

Boyd, D. & Bee, H. (2013). *The Developing Child* 13E. Upper Saddle River, NJ: Pearson.

Temporary Free Access to E-Book

Follow these steps to get temporary free access to a digital version of the text for fourteen days:

- Visit MyPsychLab.com
- Click “Student”
- Click “Ok, register now”
- Select “Yes, I have a Course ID”
- Enter boyd55259
- Click “Next”
- Enter Pearson log-in credentials or create a new account
- Click “Get temporary access without payment for 14 days” near the bottom of the page
- Follow on-screen instructions from there.

MyPsychLab

MyPsychLab is not required in this course. If you purchased an access code with your textbook, the course ID you will need to register is boyd55259.

Exams and Assignments

Get Started Assignments

- Post self-introduction in “Meet Your Classmates” forum
- Take the Syllabus Quiz as many times as necessary to achieve a score of 100%.
- Choose two videos from those listed in the Get Started folder.
- Take the Video Quiz.
- Failure to complete Get Started Activities by the due date in the Course Calendar will result in your being dropped from the course.

Unit Exams

- 75 multiple-choice questions, no time limits, open book, one attempt
- Both exams are available on the first day of class.
- Students can log in and out as many times as they want prior to the due dates.
- Instructions for printing are posted in the unit folders so that students can work on the exams offline.
- Students can email the instructor with questions about items on the exams prior to submission for grading.
- Exams must be completed by 11:55 p.m. on the due dates.
- Grades will be available immediately after exams are completed.
- Students can review graded exams, but correct answers are not provided.
- After completion of the exam, students may email the instructor for information about incorrect items.
- No retakes

Essay

- Complete instructions and grading criteria posted in “Essay” module on Eagle Online Canvas
- Watch documentary video (links posted on Eagle Online Canvas)
- Write 2- to 3- page essay that applies course concepts to information in video
 - Instructions include specific concepts that must be applied to each video
- Microsoft Word format ONLY
- Optional rough draft
 - Upload link provided for optional rough draft submission
 - Optional rough draft must be submitted by 11:55 p.m. on date in Course Calendar
 - I will not grade rough draft but will provide feedback
- Use upload link to submit essay on Eagle Online
- You will receive 10 bonus points if you submit your Essay by the “bonus” deadline in the course calendar.

Final Exam

- 50 multiple choice questions
- Exam format
 - 2-hour time limit
 - One attempt
 - Must be completed in one sitting
 - One question at a time with no back-tracking to change answers
- Available only during period in course calendar
- Exam must be completed by 11:55 p.m. on the due date.
- Grades will be available immediately after exam is completed.
- Students can review graded exam, but correct answers are not provided.
- After completion of the exam, students may email the instructor for information about incorrect items.
- No retakes; no resets

Grading Formula

Get Started Activities:	50 points
Unit Exams	300 points
Essay:	50 points (+ 10 points bonus for early submission)
Final Exam:	100 points
Total	500 points

Grade	Total Points
A	450+
B	400-449
C	350-399
D	300-349
F	<300

HCC Grading Scale

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

There are no makeups allowed in this course. I accept late work but apply a 20% late penalty to any assignment or exam submitted after the due date in the course calendar.

Incomplete Grades

In order to receive a grade of Incomplete ("I"), you must have completed at least 85% if 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 and will promptly notify students in writing, typically by e-mail, of any such changes.

Course Calendar

Weeks	Dates	Reading Assignments/What's due
1-7	8/22-10/10	Get Started activities due by 11:55 p.m. on 8/29 <u>Unit I Readings</u> 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

		<p>Chapter 6 Cognitive Development I: Structure and Process</p> <p>Chapter 7 Cognitive Development II: Individual Differences in Cognitive Abilities</p> <p>Chapter 8 The Development of Language</p> <p>Unit I Exam due by 11:55 p.m. on 10/3</p> <p>Optional Rough draft of Essay due by 11:55 p.m. on 10/10</p>
8-15	10/11-11/28	<p>Last day to withdraw 10/28</p> <p><u>Unit II Readings</u></p> <p>Chapter 9 Personality Development: Alternate Views</p> <p>Chapter 10 Concepts of Self, Gender, and Sex Roles</p> <p>Chapter 11 The Development of Social Relationships</p> <p>Chapter 12 Thinking about Relationships: Social-Cognitive and Moral Development</p> <p>Chapter 13 The Ecology of Development: The Child within the Family System</p> <p>Chapter 14 Beyond the Family: The Impact of the Broader Culture</p> <p>Chapter 15 Atypical Development</p> <p>Epilogue Putting it All Together: The Developing Child</p> <p>Unit II Exam due by 11:55 p.m. on 11/21</p> <p>Bonus (10 points) if Essay submitted by 11:55 p.m. on 11/28</p>
16	11/29-12/11	<p>Essay due by 11:55 p.m. on 12/4</p> <p>Comprehensive Final Exam available 11/28-12/11</p> <p>Comprehensive Final Exam due by 11:55 p.m. on 12/11</p> <p>Late Work due by 11:55 p.m. on 12/11 (20 point penalty for each late item)</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](#)

Attendance

In online courses, *attendance* is defined as logging in to the course and completing online assignments. Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”).

Withdrawal

If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors' office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.

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. For details on how this policy applies to the virtual classroom, view the [HCC Online Student Handbook](#).

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

Visit [this page](#) to find out about HCC tutoring services.

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

EGLS₃ Evaluation for Greater Learning Student Survey System

The EGLS₃ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS₃ surveys are only available for the Fall and Spring semesters. There are no EGLS₃ surveys during the Summer semester due to logistical reasons.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.