Course Description

This course will provide you an introduction to the study of human growth and development. By the end of the course, you will have a working knowledge of the major concepts in Developmental Psychology as well as an ability to apply these ideas to your interactions with people of different ages.

The three central questions guiding this course are: a) what does it mean to grow and thrive as an infant, toddler, child, adolescent, young adult, adult and elderly person? b) what practices and assets help people of various ages to grow and thrive? and c) how can developmental psychology help us to help people of different ages to grow?

Think of your own life, of times when you feel you have “grown.” As the semester starts, I want you to begin to think about and define human growth. I want you to begin to think about what kinds of things facilitate human growth. Perhaps most importantly, I want you to begin to think about what role you might play in facilitating human growth not only in your own life, but in the lives of others.

Required Texts

*What Kids Need to Succeed*, Peter Benson, Judy Galbraith, Pamela Espeland
*Theories of Development (6th ed)*, William Crain
*Keeping the Love You Find*, Harville Hendrix

We will use all of these books, so you will need to purchase a copy of each. In addition to these required texts, I have also put several smaller articles on electronic reserve on Courseden.

Course Objectives

By the end of this course, you should be able to:

1. demonstrate an ability to identify the major concepts in Developmental Psychology;
2. comprehend, analyze, apply, synthesize, and evaluate different developmental concepts as they relate to and/or occasionally conflict with one another;
3. demonstrate an ability to apply techniques designed to facilitate development in various domains (e.g., literacy, moral development, emotional development) and with people of various ages (e.g., toddlers, teens);

Learning Outcomes

By the end of the course, you will be able to provide a:
1. demonstration of your understanding of the assets which are connected to positive developmental outcomes;
2. demonstration the ability to apply developmental assets to help meet the needs of individuals of various ages;
3. demonstration of the ability to discuss 6 central theories of human development;
4. demonstration of a working knowledge of the vital developmental transitions throughout the lifespan;

Course Format and Your Role

This course is 100% online. I am here though working with you and available to you. I am not a machine! Please see the Common Language for Course Syllabi for official information on UWG’s Academic Integrity Policy. Note that I will enforce this policy.

Communication Rules

Network Etiquette - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response times

Students can expect me to be online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Homework assignments will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Grading and Criteria

Grading structure and point scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 points</td>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80 points – 89 points</td>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>70 points – 79 points</td>
<td>70% - 79%</td>
<td>C</td>
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Here is the breakdown of your grade out of 100 points.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Asset assignment</td>
<td>3 pts.</td>
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<tr>
<td>Syllabus quiz</td>
<td>1 pt.</td>
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<tr>
<td>Resource approval</td>
<td>2 pt.</td>
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<tr>
<td>Topic statement of asset interest</td>
<td>2 pts.</td>
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<tr>
<td>Typed Response Forms (2)</td>
<td>38 pts.</td>
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<tr>
<td>Midterm Exam</td>
<td>15 pts.</td>
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<tr>
<td>Hendrix Reflection</td>
<td>15 pts.</td>
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<tr>
<td>Final exam</td>
<td>24 pts.</td>
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I will not accept late work. I will make an accommodation only in the case of a documented medical emergency in which you are the person having the emergency.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

**Special Needs**

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

**Support for courses**

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<tr>
<th>CourseDen D2L Home Page</th>
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<tbody>
<tr>
<td><a href="#">D2L UWG Online Help</a> (8 AM – 5 PM)</td>
<td><a href="#">Center for Academic Success</a></td>
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<tr>
<td>Call: 678-839-6248 or 1-855-933-8946 or email:</td>
<td>678-839-6280</td>
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<td><a href="mailto:online@westga.edu">online@westga.edu</a></td>
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<tr>
<th>24/7/365 D2L Help Center</th>
<th>Distance Learning Library Services</th>
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<tr>
<td>Call 1-855-772-0423</td>
<td>Ingram Library Services</td>
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<tr>
<th>University Bookstore</th>
<th>Accessibility Services</th>
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<tr>
<td></td>
<td>678-839-6428</td>
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<tr>
<td></td>
<td><a href="mailto:counseling@westga.edu">counseling@westga.edu</a></td>
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Class Schedule

Assets, Human Growth, and Development

Module 1 Course Overview; Assets and Development Benson, pp. 1-28; Assignment: Asset Assignment due; Syllabus quiz on courseden

Infants, Children & Teens

Module 2: Crain, Gessell Chapter 2/Infant Handouts (reserve); Benson, Assets #2, 11, 32, 36; Karp reading (e-reserve); Assignment: Topic statement of asset interest due, Resource check

Module 3: Benson, Assets #7, 8, 18; Crain, Chapter 1 & Chapter 4

Module 4: Benson, Assets #2, 10, 24, 33; Crain, Bowlby-Ainsworth section of Chapter 3; Assignment: Resource approval

Module 5: Benson, Assets #13, 37, 38, 39, 40; Crain, Mahler Chapter 13/Assignment: First Set of Response Questions Due

Module 6: Benson, Assets #1, 3, 4, 5, 10; Crain, Erikson Chapter 12 (only 1st four stages); Benson, Assets #6, 12, 17, 21, 22, 23, 25; Crain, Vygotsky Chapter 10

Module 7: Benson, Assets #14, 15; Crain, Bandura Chapter 9

Module 8: Assignment: Mid Term Exam

Finding One’s Way in Early Adulthood

Module 9: Benson, Assets #9, 16, 20, 37, 38, 39, 40; Crain, Erikson Chapter 12 (stages 4, 5, 6); Benson, Assets #19, 26-32, 34-35; Crain, Kohlberg Chapter 7

Module 10: Crain, Humanistic Chapter 18/Assignment: Second Set of Response Questions Due

Marriage & Family

Module 11: Hendrix, Chapters 4-7

Module 12: Hendrix, Chapters 1-3

Module 13: Hendrix, Chapters 12-16; Assignment: Hendrix Reflection Due
Midlife & Meaning

Module 14: Crain, Jung Chapter 16

The Older Years

Module 15: Aging to Sage-ing reserve; Tying the Course Together.

Final Exam Dec 10-Dec 12