PSYC 3010-01: Human Growth and Development
Spring 2020, Tuesday & Thursday, 11:00 AM - 12:15 PM, Nursing 110

CONTACT INFORMATION

Instructor: Dr. Cassandra Bolar
Office: 117 Melson Hall
Email: cbolar@westga.edu
Office Hours: Tuesday 1:00 PM - 2:00pm; by appointment

COURSE DESCRIPTION

This course provides a detailed overview of the milestones of human development from conception to death, with a particular emphasis on the contexts in which this development occurs. We examine the physical, cognitive, social, and emotional growth of individuals over the lifespan, and the various factors (e.g., genetics, parenting, peers, schooling, culture, history, and the media) that influence development. My goal is to give you an introduction to the main issues, the central theories, and the research methods used to study and test them. We will also discuss the implications of course content for child-rearing, education, public health, and social policy so that you can apply your knowledge to current issues and problems.

CLASS ORGANIZATION

My approach to learning carries the assumption that understanding of new concepts is best attained through interaction. When material and information are presented, your input and questions are welcomed - and expected - at any time. I consider you and your fellow students as essential contributors to class discussion. As the instructor, I can contribute most as a guide and resource person. I am not the sole guardian of what you will learn in this course. Instead, I assume that you will share equally in the learning process – you are equally responsible for what goes on and what is gained. This assumption requires you to be prepared with questions, comments, and reactions to the assigned readings and topics covered in the course. This also means that the class is the best learning environment. In class, information is shared and processed, and this information cannot be gained from simply reading the text. Therefore, attendance is crucial for you to do well in this class.

PROFESSIONALISM

To promote an active and professional learning environment, the following standards should be upheld at all times:

- PHONES – all phones should be on silent or turned off during class; NO TEXTING.
- LABTOPS may be used to type notes; however, Facebook, Twitter, etc. are prohibited at all times.
REQUIRED READINGS

Required Texts:

Additional Readings:
Additional readings will be posted on Course Den.

Suggested Text:

GRADES

Grades will be assigned upon your ability to demonstrate your knowledge and its application through your scores on four tests, a reflection paper, one group project, and a series of in-class assignments.

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (75 points each)</td>
<td>225</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>80</td>
</tr>
<tr>
<td>Total Points</td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

The highest possible accumulation of points is **425**

EXAMINATIONS

There will be four exams. Each is worth 75 points. The score of your lowest exam will be dropped; therefore, there are 225 possible points for exams. They will be applied multiple choice and short answer. The content will come from both class discussions and readings. **Reading and class attendance will be essential for doing well on these exams since information is provided in class that is supplemental to the readings (i.e. not in the readings).** Tests are scheduled as follows:

- Exam 1 – Thursday, February 6th
- Exam 2 – Thursday, February 27th
- Exam 3 – Tuesday, March 31st
- Exam 4 – Tuesday, May 5th (11:00am – 1:00pm)
Makeup examinations are generally not an option, so be sure to note these dates in your calendar and schedule travel arrangements, etc., around them. Only under very special circumstances will a makeup exam be considered. If you miss an exam, a score of 0 will be recorded.

Your copy of the exam will not be returned to you or reviewed in class. I believe it is essential, however, that you have the opportunity to review your test and gain assistance in improving your test scores. As such, I urge you to see me after each of the exams to review the test and answer any questions you may have at that time. This requires that you share in assuming responsibility for the learning process. This also allows me the chance to get to know you as an individual apart from the class. At these times, I can assist you in understanding more specifically what content you had difficulty with and to identify any patterns to the questions you miss.

ASSIGNMENTS

You are responsible for the following information, so read it carefully as it contains important guidelines for your assignments.

1. **In-class Assignments**

   From time to time throughout the semester assignments will be given in class. These may take the form of practice questions preparing you for a test, personal reflections, or other activities. **These opportunities for points CANNOT be made up if you miss class, come late, or leave early.** Each assignment will be worth 10 points, and a total of 8 in-class assignments will be given during the semester. In-class assignments will make up **60 points; therefore, you only need 60 points, but** you could possibly receive 80 points.

2. **Quizzes**

   Six times over the course of the semester (see schedule below), you will be required to take a short quiz based on the required reading for the class date. All quizzes will be administered at the beginning of class. Each quiz will be worth 10 points.

3. **Project/Paper**

   You will be required to do ONE project that will be worth 80 points. There will be four projects to choose from, each with a different developmental and methodological focus.

   Each project provides hands-on experience in collecting and presenting data and thinking critically about the implications of your findings. More detailed descriptions of these projects are provided in supplemental materials – please read these carefully! Each project requires a 4-5 page essay and research notes that should be turned in at the beginning of class on the day it is due.
You only need to complete ONE of the following four projects.

 Interviewing Caregivers About Newborn Care Practices – Due January 30 OR
 Observing Children’s Peer Relationships – Due February 20 OR
 Romantic Relationships in Adolescence – Due March 12 OR
 Older Adults in the Media – Due April 21

o Drafts: I am happy to look at drafts of your papers during office hours and answer any specific paper questions you may have via email, but I will not be reading drafts that you send over email.

o Professionalism: It is expected that you will turn in academic writing suitable to a university community. Use appropriate examples, analogies, and language, include an APA-formatted references section and edit your paper carefully. Staple pages together and use page numbers. All assignments should be typed, double spaced, 12-point font, 1-inch margins, in black ink.

o Late Papers: Late papers will be marked down 1 letter grade for every 24 hours late, including weekends and holidays, starting once class is over. Please keep in mind that I will not be checking my mailbox between 3 pm Thursday and Monday morning. If you need to turn an assignment in after it is due, you may email it to me as an attachment.

**Late Assignments:** Late assignments will be dropped a letter grade for each day late. NO EXCEPTIONS. This means if it was due on Tuesday and you turn it in at the next class time on Thursday – it is 2 days late. If you are sick the day it is due – make sure that someone turns it in for you or that you have a university approved excuse. The University approved excuse must cover you until the day you turn in the assignment.

**Course and UWG Policies**

**Honor Code**
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the
person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

**Email Policy**
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Accessibility Services**
**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

**Center for Academic Success:** The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

**Americans with Disabilities Act Statement:**
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Office for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the Common Language for Syllabus document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.
Additional Support Information

Technical Support
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at Technology Requirements.

Support for courses
*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page

CourseDen Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore
Student Services

Center for Academic Success
The new Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- CourseDen D2L Home Page
  https://westga.view.usg.edu/

- CourseDen Help (8 AM – 5 PM)
  https://uwgonline.westga.edu/uwg-online-student-help.php
  Email: online@westga.edu
• 24/7/365 D2L Help Center
   https://d2lhelp.view.usg.edu/
• University Bookstore
   http://www.bookstore.westga.edu/
• Common Language for Course Syllabi
   https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
• UWG Cares
   http://www.westga.edu/UWGCaress/
• Accessibility Services
   https://www.westga.edu/student-services/counseling/accessibility-services.php
• Student Services
   http://uwgonline.westga.edu/online-student-guide.php
• Center for Academic Success
   http://www.westga.edu/cas/
• Distance Learning Library Services
   • https://www.westga.edu/library/resource-sharing.php
• Ingram Library Services
   http://www.westga.edu/library/
• Proctored Exams
   http://uwgonline.westga.edu/exams.php#student
• UWG Accessibility Statements for Technology
   https://docs.google.com/document/d/16Ri1XgaXiGx280oO-zRvYPraV3Aq3F5ZNJYbVDGVnE/A/edit?ts=57b4e82d#heading=h.yrqueffVts1f
Syllabus

As this document corresponds with a dynamic entity (a class), this syllabus is subject to change.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>NOTES &amp; ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue., January 7</td>
<td>Introduction and Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur., January 9</td>
<td>Theories of Lifespan Development</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Tue., January 14</td>
<td>Research Methods</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Thur., January 16</td>
<td>Biological and Environmental Beginnings</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Tues., January 21</td>
<td>Prenatal Development and Birth</td>
<td>Chapter 3, Article 1</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Thur., January 23</td>
<td>Infancy: Physical Development</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Tue., January 28</td>
<td>Work on Paper 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur., January 30</td>
<td>Infancy: Cognitive Development</td>
<td>Chapter 5</td>
<td>Paper 1 Due</td>
</tr>
<tr>
<td>Tue., February 4</td>
<td>Infancy: Socioemotional Development</td>
<td>Chapter 6</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Thur., February 6</td>
<td></td>
<td></td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Tue., February 11</td>
<td>Early Childhood: Physical and Cognitive Development</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Thur., February 13</td>
<td>Early Childhood: Socioemotional Development</td>
<td>Chapter 8, Article 2</td>
<td></td>
</tr>
<tr>
<td>Tue., February 18</td>
<td>Work on Paper 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur., February 20</td>
<td>Middle and Late Childhood: Physical and Cognitive Development</td>
<td>Chapter 9</td>
<td>Paper 2 Due</td>
</tr>
<tr>
<td>Tue., February 25</td>
<td>Middle and Late Childhood: Socioemotional Development</td>
<td>Chapter 10</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Thur., February 27</td>
<td></td>
<td></td>
<td>EXAM 2</td>
</tr>
<tr>
<td>Tue., March 3</td>
<td>Adolescence: Physical and Cognitive Development</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Thur., March 5</td>
<td>Adolescence: Socioemotional Development</td>
<td>Chapter 12, Article 3</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Tue., March 10</td>
<td>Work on Paper 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur., March 12</td>
<td>Early Adulthood: Physical and Cognitive Development</td>
<td>Chapter 13</td>
<td>Paper 3 Due</td>
</tr>
<tr>
<td>Tue, March 17</td>
<td></td>
<td></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Chapter/Article</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Thur., March 19</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue., March 24</td>
<td>Early Adulthood: Socioemotional Development</td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td>Thur., March 26</td>
<td>Middle Adulthood: Physical and Cognitive Development</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>Tue., March 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue., March 31</td>
<td>EXAM 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue., April 7</td>
<td>Middle Adulthood: Socioemotional Development</td>
<td>Chapter 16</td>
<td></td>
</tr>
<tr>
<td>Thur., April 9</td>
<td>Late Adulthood: Physical Development</td>
<td>Chapter 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 5</td>
<td></td>
</tr>
<tr>
<td>Tue., April 14</td>
<td>Work on Paper 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur., April 16</td>
<td>Late Adulthood: Cognitive Development</td>
<td>Chapter 18</td>
<td></td>
</tr>
<tr>
<td>Tue., April 21</td>
<td>Late Adulthood: Socioemotional Development</td>
<td>Chapter 19, Article 4</td>
<td></td>
</tr>
<tr>
<td>Thur., April 23</td>
<td>Death, Dying, and Grieving</td>
<td>Chapter 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 6</td>
<td></td>
</tr>
<tr>
<td>Tue., April 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>READING DAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINAL EXAM (4)** – Tuesday, May 5<sup>th</sup> @ 11:00 AM – 1:00 PM