

University of West Georgia
Human Growth and Development 3010-E01 Spring 2020
Asynchronous Learning - Psychology Department
University of West Georgia

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Office Hours: By appointment only

Course Description

The purpose of this course is to provide students with a broad overview of issues relevant to the study of human growth and development. Students will become familiar with the complexity of twists and turns and the variety of human experience at every age of development. In addition, this invitation looks at the lives of other humans who live in different cultures and how they develop as time goes on.

Course Objectives

After completing this course, students will come to demonstrate knowledge and understanding of the following:

1. Human development and behavior across the life span.
2. The effects of crises, disasters, and other trauma-causing events on persons of all ages.
3. Theories of individual and family development and transitions across the life span.
4. Human behavior including problems associated with missing stages, not getting what is developmentally needed, and environmental factors that affect both normal and abnormal behavior.
5. Strategies to facilitate growth in development.

Finally, students will acquire a holistic understanding and appreciation of the experiences associated with the varieties of human growth and development, along with a clear understanding of some major theoretical approaches to the understanding of human growth and development and experiences.

Approaches to instruction

Instruction in this course is delivered face-to-face and online asynchronously through Course Den, D2L learning system. Approaches can include online teaching format, online class discussions, discussion groups and postings, readings, videos and podcasts, guest lecturers as well as student developmental research. Additionally, students will work independently to cover the material outlined in the syllabus to ensure understanding of concepts in the course.

Required Materials

Berger, K. S. (2016). *Invitation to the lifespan: With DSM5 update*. 3rd Edition. Worth Publishers. (ISBN-10: 1-3190-15888-3).

Frankl, V. (1992) *Man's search for meaning* ISBN 0-80701426-5

You may find these resources at the [UWG Bookstore](#)

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Grades

a. Exam 1	100 points
b. Exam 2	100 points
c. Midterm Exam	100 points
d. Final Exam	100 points
e. Discussion Boards	060 points
f. 1 Book Review	100 points
Total points possible	460 points

Grading Scale

Course grade is determined entirely by the total points a student earns:

90-100% →	A
80-89% →	B
70-79% →	C
60-69% →	D
Below 60% →	F

Exams: Four non-cumulative exams (Mid-term and Final included), will be scheduled this semester. The exams and quizzes cover all materials presented in the course. You are responsible for all materials covered in the text and other assignments regardless of whether the material is discussed or not. Exams will consist primarily of multiple-choice questions, but may include matching, true/false, and/or short answer/essay items. The final exam is scheduled during the final exam period. Make-up exams will be given only in cases of extreme emergencies or documented illness at the instructor's discretion and proper verification.

Discussion Boards: 6 Discussion Boards (DB) (10 points each) will be used throughout the semester as a way to create collaboration and inspire independent thinking regarding the topics being studied. The DB space will be populated with topics from the readings and or articles posted in Course Den. You are expected to respond to the topics with analytical thinking and display intelligent construction thoughts in your response. Part of your grade also depends on your response/comment to your classmates. For this course, you are to respond to 3 of your classmates and follow the same protocol set above. DBs will be graded using the following rubric:

a. Sentence structure	3 points
b. Analytical thought(s)	2 points
c. Theoretical grounding	2 points
d. Response to classmates	3 points

TOTAL (10 points)

Book Review: A book review is a summary response of a text that is read in its entirety. A book review implies the reader has a good understanding of the text and is capable of writing a response that speaks to the intent of the author, the way ideas were captured and then relayed using language as well as the strengths and weaknesses of the text. For this course, you are required to read "Man's Search for meaning, by V. Frankl. I would like to suggest you begin reading this text as soon as possible and keep a journal close by to jot down your notes. This will help you as you construct the review for the text.

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Policies

Communication & Engagement:

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: "Your Name" and "4884-Section #"
Body of email: (Dear/Hello) Professor/Dr. La Fleur
"The reason for your email" - Well constructed and professionally written!
"End with Thank you or an appropriate ending".

If this format is not followed, this can/will affect your final grade!

One of the goals of this course is to get you ready for life 'post grad' and the way we communicate is an important of your transition. I urge you to be mindful of your email messages. I will not accept poor grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the 'real world'.

Missed Assignments: If you miss an assignment, and prior arrangements have not been made, you may receive a grade of F on that particular assignment or paper and this may affect your final grade in the class. If you miss an assignment due to an emergency, please contact the Psychology office at [\(678\) 839-6510](tel:6788396510) or go to Melson Room 123 as soon as possible to complete the: "**Missed Final Exam: Verification of Emergency**" form. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Rounding up: As a general rule, I do not 'round up' grades. Please be certain that you will receive the grade you earned based on the percentage of points that you garner during the semester. So, for example, if you obtain 82.9% of the available points, then you will have earned a B. I understand that this may be counter to the prevailing *zeitgeist*, but with the prevalence of grade inflation and with the hope that you will want to put forth just that little bit more effort knowing the rules in advance, this is grading philosophy I believe in. Naturally, I reserve the right to raise students' grades if they *consistently* demonstrate their commitment to the course by *volunteering* thoughtful comments or questions in class. However, I will not "round up" grades as a routine procedure.

Academic Integrity

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question. Click [here](#) for more information.

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Accommodations

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

UWG Copyright Statement

[See statement](#)

Support

If you need technical assistance, please see [ITS](#) or [UWG ONLINE](#). If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#) or [click here for more information](#).

Plagiarism

[See UWG policy](#)

Student Rights and Responsibilities

[See UWG policy](#)

Work Due Policy

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

Network Usage Policy

[See policy](#)

Important Dates

[Click here for information](#).

Important Information

Please click [here](#) for important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.

Technology

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to ‘stay connected’ to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.

UWG 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.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:
You may also visit our [website](#) for help with USG [Guidance](#):

Stress and Well-Being

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.

Proposed Course Outline

Week 1: 1/4 - Chapter 1: Science of Human Development/Chapter 2: From Conception to Birth

Week 2: 1/13 - Chapter 3: The First Two Years Body and Mind - **Discussion Board 1**

Week 3: 1/20 - Chapter 4: The First Two Years Psychosocial Development

Week 4: 1/27 - EXAM 1 - Review chapters 1-4 - Complete EXAM 1

Week 5: 2/3 - Chapter 5: Early Childhood Body and Mind

Week 6: 2/10 - Chapter 6: Early Childhood Psychosocial Development - **Discussion Board 2**

Week 7: 2/17 - Chapter 7: Middle Childhood Body and Mind and **Man's Search for Meaning**

Week 8: 2/24 - Chapter 8: Middle Childhood Psychosocial Development - **Discussion Board 3**

Week 9: 3/2 - MIDTERM EXAM - Review chapters 5-8 - Complete MIDTERM EXAM

Week 10: 3/9 - Chapter 9: Adolescents Body and Mind

Week 11: 3/16 - SPRING BREAK WEEK

Week 12: 3/23 - Chapter 10: Adolescents Psychosocial Development/**Finish Frankl text - Discussion Board 4 and Write book review for Man's search for meaning.**

Week 13: 3/30 - Chapter 11: Emerging Adulthood Body, Mind, and Social World/**Book review for Man's search for meaning due (4/5@1130PM)**

Week 14: 4/6 - Chapter 12: Adulthood Body and Mind/**Discussion Board 5**

Week 15: 4/13 - **EXAM 2 - Review chapters 9-1 - Complete EXAM 2**

Week 16: 4/20 - Chapter 13: Adulthood Psychosocial Development

Week 17: 4/27 - Chapter 14: Late Adulthood Body and Mind/Chapter 15: Late Adulthood Psychosocial Development/Epilogue: Death and Dying/**Discussion Board 6**

Week 18: 5/4 - FINAL WEEK - Review chapters 13-15 (& Epilogue) - Complete FINAL EXAM by (12/12)

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor's discretion. **ALL assignments are due on Sunday at 1130PM! No Exceptions.**