



School of
Distance Education
Andrews University



SYLLABUS

PSYC 301 Human Development

202241

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School of Distance Education

Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dilit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Descriptions

Lifespan is an integrative approach to psychological development which emphasizes the interdependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death.

Prerequisite

PSYC 101 Introduction to Psychology or written permission of the teacher.

Required Text/Material

Berger, Kathleen, *Invitation to the LifeSpan*, 5th edition, and Achieve Access, 2022, Macmillan Education, ISBN 9781319423544.

Videos (Video links available on Learning Hub):

- *Fearfully and Wonderfully Made* by Answers in Genesis.
- *Parental Guidance*, 2012, 20th Century Fox.
- TED Talk: *How Childhood Trauma Affects Health Across a Lifetime* by Nadine Burke-Harris
- TED Talk: *Why 30 is not the new 20* by Meg Jay
- *The Adventists*
- *The Suicide Tourist*

Publisher Material Access

Most of your assignments and quizzes in this course will be done with the Macmillan Publisher tool Achieve. The assignments are directly linked in the course space. Only use the links in the course space to connect to Achieve so that your accounts will be synced. For more information about connecting your LearningHub Account to Achieve, please view this link – [Connect your LMS account with Achieve](#).

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This course has 16 modules with 16 lessons, 2 exams, LaunchPad learning cure assignments and quizzes, video assignments and a final paper. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours of studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Student Learning Outcomes

The psychology program in the Behavioral Sciences Department has the following specific student learning outcomes:

SCIENTIFIC INQUIRY AND CRITICAL THINKING

1. Students will think critically about human thought and behavior in individuals, sociocultural, and ecological systems.
2. Students will select credible sources of evidence from the psychology.
3. Students will conduct effective research projects from design through data interpretation.

ETHICAL AND SOCIAL RESPONSIBILITY

4. Students will apply ethical standards to scholarship and practice.
5. Students will apply principles and skills from the behavioral sciences to serve their communities.

COMMUNICATION

6. Students will write effectively about theories, data, and practice in the behavioral sciences.
7. Students will speak effectively about theories, data, and practice in the behavioral sciences.

PROFESSIONAL DEVELOPMENT

8. Students will prepare a professional plan for life after graduation.

FAITH AND LEARNING

9. Students will apply principles from the behavioral sciences to understand and influence the development of faith across the life span.

Implicit in each of these outcomes is the goal of mastering key themes in psychology and knowledge of the specific content domains inherent in this course.

This course will focus on your development related to student learning outcomes (SLOs) 1, 2, 3, 4, 6 & 9. Upon completing this course successfully, you should be able to:

Course Objectives	SLO(s)	Assessment(s)
1. Demonstrate an understanding of major theories of development, and be able to critically analyze their contributions to the field, including analysis of contemporary issues in society.	1, 2	Exams (K) Paper (K, A, S)
2. Analyze the dynamic nature of development over the course of people's lives, from conception to death, including biological, cognitive, and psychosocial contributions	1, 3	Exams (K) Paper (K, A, S)
3. Explain how research contributes to our knowledge about development and use this information to investigate topics that are interesting to you	2, 3	Exams (K) Paper (K, A, S)
4. Identify and utilize ethical standards for research and practice in human development	4	Exams (K)
5. Communicate effectively through written work about theories and practice in the science of human development	6	Paper (K, A, S)
6. Discuss the role of faith and faith development across the lifespan	9	Exams (K)

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include watching lectures (note-taking is encouraged), completing learning curves and chapter quizzes, textbook readings, watching and responding to videos, a final term paper with an outline due mid-semester, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Launch Pad Learning Curve Assignments and Quizzes

You are required to complete 16 LAUNCHPAD learning curve assignments and their associated quizzes. All learning curve assignments and quizzes are worth up to five points. These will be completed in the LAUNCHPAD program, and your grades will be recorded on LearningHub (LH).

Video Assignments/Blog Forum

You are required to watch 4 videos and 2 TED talks listed on LH. After watching these videos, you will use the discussion board on LH post your reactions to the films.

Final Paper

The final paper is on a book based on a true story that focuses on a developmental stage in this class. This assignment requires you to submit your book choice early on in the semester, as well as a detailed outline and your final paper before the end of the semester. For your final paper, please submit an electronic copy through "TurnItIn" on LearningHub.

Rubrics

Video Assignments/Blog Forums Rubric

Criteria	Exceptional	Very Good	Acceptable	Needs Improvement
Quality	All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	Less than half of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	No posts use course terms and concepts accurately, focus on the topic, or show critical thinking.
Community	All posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Majority of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Less than half of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.	One or more posts violate Mutual Respect Policy and/or no posts expand discussion.
Citation	All posts use accurate citation in APA format where appropriate.	Majority of posts use accurate citation in APA format where appropriate.	Less than half of posts use accurate citation in APA format where appropriate.	One or more posts are plagiarized. <i>[This may be grounds for a zero!]</i>
Length	All posts are a reasonable length (250-300 words).	Majority of posts are a reasonable length (250-300 words).	Less than half of posts are a reasonable length (250-300 words).	All posts fail to meet word limit.

Final Paper Rubric

Please see LearningHub for the guidelines and rubric to develop both the draft/outline paper and final paper.

Exams

There are two exams in this course. The midterm exam covers material from Chapters 1-8, is made up of multiple-choice questions and is worth 105 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. The final exam covers material from Chapters 9-16, is made up of multiple-choice questions and is worth 105 points. You will be allowed 120 minutes to take this exam. This exam is worth 25% of your grade. Both exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: The Science of Human Development Watch Lecture #1	Ch. 1: The Science of Human Development	LearningCurve 1a LearningCurve 1b LearningCurve 1c Chapter 1 Practice Quiz Video #1: Fearfully and Wonderfully Made Blog #1: Fearfully & Wonderfully Made	SLO 1-6
	Lesson 2: From Conception to Birth Watch Lecture #2	Ch. 2: From Conception to Birth	LearningCurve 2a LearningCurve 2b Chapter 2 Practice Quiz	SLO 1-6
2	Lesson 3: The First Two Years: Body and Mind Watch Lecture #3	Ch. 3: The First Two Years: Body and Mind	LearningCurve 3a LearningCurve 3b Chapter 3 Practice Quiz	SLO 1-6
	Lesson 4: Fearfully and Wonderfully Made – The Social World Watch Lecture #4	Ch. 4: The First Two Years: The Social World	LearningCurve 4a LearningCurve 4b Chapter 4 Practice Quiz Book Selection for Final Paper	SLO 1-6
3	Lesson 5: Early Childhood Development - Body and Mind Watch Lectures #5	Ch.5: Early Childhood: Body and Mind	LearningCurve 5a LearningCurve 5b Chapter 5 Practice Quiz	SLO 1-6
	Lesson 6: Early Childhood Development - The Social World Watch Lectures #6	Ch. 6: Early Childhood: The Social World	LearningCurve 6a LearningCurve 6b LearningCurve 6c Chapter 6 Practice Quiz Video #2 -TED talk: Nadine Burke-Harris Blog #2: Ted talk	SLO 1-6
4	Lesson 7: Middle Childhood: Body and Mind Watch Lecture #7	Ch. 7: Middle Childhood: Body and Mind	LearningCurve 7a LearningCurve 7b Chapter 7 Practice Quiz	SLO 1-6
	Lesson 8: Middle Childhood: The Social World Watch Lecture #8	Ch. 8: Middle Childhood: The Social World	LearningCurve 8a LearningCurve 8b Chapter 8 Practice Quiz	SLO 1-6
	PROCTORED MIDTERM EXAM Chapters 1-8			
5	Lesson 9: Adolescence: Body and Mind Watch Lecture #9	Ch. 9: Adolescence: Body and Mind	LearningCurve 9a LearningCurve 9b Chapter 9 Practice Quiz Video #3 TED talk: Meg Jay Blog #3: Ted talk	SLO 1-6

Week	Lessons	Readings	Assignments	Outcomes Met
	Lesson 10: Adolescence: The Social World Watch Lecture #10	Ch. 10: Adolescence: The Social World	LearningCurve 10a LearningCurve 10b Chapter 10 Practice Quiz Detailed Outline for Final Paper	SLO 1-6
6	Lesson 11: Adulthood: Emerging Adulthood Watch Lecture # 11	Ch. 11: Adulthood: Emerging Adulthood	LearningCurve 11a LearningCurve 11b Chapter 11 Practice Quiz	SLO 1-6
	Lesson 12: Adulthood: Body and Mind Watch Lecture #12	Ch. 12: Adulthood: Body and Mind	LearningCurve 12a LearningCurve 12b Chapter 12 Practice Quiz	SLO 1-6
7	Lesson 13: Adulthood: The Social World Watch Lecture #13	Ch. 13: Adulthood: The Social World	LearningCurve 13a LearningCurve 13b Chapter 13 Practice Quiz Video #4 - Parental Guidance Blogs #4: Parental Guidance	SLO 1-6
	Lesson 14: Late Adulthood: Body and Mind Watch Lecture #14	Ch. 14: Late Adulthood: Body and Mind	LearningCurve 14a LearningCurve 14b Chapter 14 Practice Quiz Video #5 The Adventists Blog #5: The Adventists	SLO 1-6
8	Lesson 15: Late Adulthood: The Social World Watch Lecture #15	Ch. 15: Late Adulthood: The Social World	LearningCurve 15a LearningCurve 15b Chapter 15 Practice Quiz Submit Final Paper	SLO 1-6
	Lesson 16: Death and Dying Watch Lecture # 16	Epilogue: Death and Dying	LearningCurve 16a LearningCurve 16b Chapter 16 Practice Quiz Video #6 The Suicide Tourist Blog #6	SLO 1-6
PROCTORED FINAL EXAM Chapters 9-15 and epilogue				

Suggested schedule for completion in 16 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: The Science of Human Development Watch Lecture #1	Ch. 1: The Science of Human Development	LearningCurve 1a LearningCurve 1b LearningCurve 1c Chapter 1 Practice Quiz Video #1: Fearfully and Wonderfully Made Blog #1: Fearfully & Wonderfully Made	SLO 1-6
2	Lesson 2: From Conception to Birth Watch Lecture #2	Ch. 2: From Conception to Birth	LearningCurve 2a LearningCurve 2b Chapter 2 Practice Quiz	SLO 1-6
3	Lesson 3: The First Two Years: Body and Mind Watch Lecture #3	Ch. 3: The First Two Years: Body and Mind	LearningCurve 3a LearningCurve 3b Chapter 3 Practice Quiz	SLO 1-6
4	Lesson 4: Fearfully and Wonderfully Made – The Social World Watch Lecture #4	Ch. 4: The First Two Years: The Social World	LearningCurve 4a LearningCurve 4b Chapter 4 Practice Quiz Book Selection for Final Paper	SLO 1-6
5	Lesson 5: Early Childhood Development - Body and Mind Watch Lectures #5	Ch.5: Early Childhood: Body and Mind	LearningCurve 5a LearningCurve 5b Chapter 5 Practice Quiz	SLO 1-6
6	Lesson 6: Early Childhood Development - The Social World Watch Lectures #6	Ch. 6: Early Childhood: The Social World	LearningCurve 6a LearningCurve 6b LearningCurve 6c Chapter 6 Practice Quiz Video #2 -TED talk: Nadine Burke-Harris Blog #2: Ted talk	SLO 1-6
7	Lesson 7: Middle Childhood: Body and Mind Watch Lecture #7	Ch. 7: Middle Childhood: Body and Mind	LearningCurve 7a LearningCurve 7b Chapter 7 Practice Quiz	SLO 1-6
8	Lesson 8: Middle Childhood: The Social World Watch Lecture #8	Ch. 8: Middle Childhood: The Social World	LearningCurve 8a LearningCurve 8b Chapter 8 Practice Quiz	SLO 1-6
PROCTORED MIDTERM EXAM Chapters 1-8				
9	Lesson 9: Adolescence: Body and Mind Watch Lecture #9	Ch. 9: Adolescence: Body and Mind	LearningCurve 9a LearningCurve 9b Chapter 9 Practice Quiz Video #3 TED talk: Meg Jay Blog #3: Ted talk	SLO 1-6

Week	Lessons	Readings	Assignments	Outcomes Met
10	Lesson 10: Adolescence: The Social World Watch Lecture #10	Ch. 10: Adolescence: The Social World	LearningCurve 10a LearningCurve 10b Chapter 10 Practice Quiz Detailed Outline for Final Paper	SLO 1-6
11	Lesson 11: Adulthood: Emerging Adulthood Watch Lecture # 11	Ch. 11: Adulthood: Emerging Adulthood	LearningCurve 11a LearningCurve 11b Chapter 11 Practice Quiz	SLO 1-6
12	Lesson 12: Adulthood: Body and Mind Watch Lecture #12	Ch. 12: Adulthood: Body and Mind	LearningCurve 12a LearningCurve 12b Chapter 12 Practice Quiz	SLO 1-6
13	Lesson 13: Adulthood: The Social World Watch Lecture #13	Ch. 13: Adulthood: The Social World	LearningCurve 13a LearningCurve 13b Chapter 13 Practice Quiz Video #4 - Parental Guidance Blogs #4: Parental Guidance	SLO 1-6
14	Lesson 14: Late Adulthood: Body and Mind Watch Lecture #14	Ch. 14: Late Adulthood: Body and Mind	LearningCurve 14a LearningCurve 14b Chapter 14 Practice Quiz Video #5 The Adventists Blog #5: The Adventists	SLO 1-6
15	Lesson 15: Late Adulthood: The Social World Watch Lecture #15	Ch. 15: Late Adulthood: The Social World	LearningCurve 15a LearningCurve 15b Chapter 15 Practice Quiz Submit Final Paper	SLO 1-6
16	Lesson 16: Death and Dying Watch Lecture # 16	Epilogue: Death and Dying	LearningCurve 16a LearningCurve 16b Chapter 16 Practice Quiz Video #6 The Suicide Tourist Blog #6	SLO 1-6
PROCTORED FINAL EXAM Chapters 9-15 and epilogue				

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
25	LaunchPad Assignments & Quizzes
10	Video Response Blogs
15	Final Paper
25	Midterm Exam
25	Final Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.