

CONSORTIUM
of Adventist Colleges & Universities



SYLLABUS

**AU: PSYC 301 Human Development
Summer 2019**

PSYC 301 Human Development

Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact

Please refer to course in LearningHub 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
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

PSYC301 Human Development

“Lifespan is an integrative approach to psychosocial 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.”

Course Prerequisites

The prerequisite for this class is PSYC 101. If you have not taken 101, you cannot get a grade for 301. Therefore, please be sure to check your transcript to be sure you have met this requirement.

Course 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)

Required Text/Material

Berger, Kathleen, *Invitation to the LifeSpan (Loose Leaf) with DSM5 Update, 3rd edition*, and LaunchPad Access Card, 2016, Macmillan Education, ISBN 978-1319061784.

Videos:

- *Fearfully and Wonderfully Made* by Answers in Genesis.
- *Parental Guidance*, 2012, 20th Century Fox.

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

Credit Hour and Commitment

This is a 3 credit course. You are expected to spend 2 hours a week working on your own for each credit hour, making the expectation for this class an additional 6 hours of weekly work (outside of viewing lectures). While this course is self-paced, we know that learning occurs best when it is spread out over time and reinforced. Therefore, I do not suggest cramming all of the material into short amounts of time. Rather, your best approach would be to work on the course continuously, dedicating a specific time every week to complete the course. A suggested schedule to accomplish this work is included in this syllabus.

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.

Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

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 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 LearningHub, you will access online lessons, course materials, and resources. This course is self-paced but with four specific dates: start date, midterm date, final date and completion date.

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/Discussion Forums

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. Each initial reaction you post can earn you up to 5 points. You can earn a total of 30 points for successfully completing this assignment.

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/Discussion 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 (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

The mid-term exam is worth 100 points. You are allowed 120 minutes to complete this exam. The final exam is worth 100 points. You are allowed 120 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html

Schedule with start, midterm, final and completion dates in RED.

Modules/Dates	Lessons	Readings	Assignments	Couse Objectives Met (example CO2)
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty	
1 May 13 - May 19	The Science of Human Development Watch Lecture #1	Ch. 1: The Science of Human Development	Learning curves & quiz 1 Video #1: Fearfully and Wonderfully Made Blog #1: Fearfully & Wonderfully Made	CO 1-6
2	From Conception to Birth Watch Lecture #2	Ch. 2: From Conception to Birth	Learning curves & quiz 2	CO 1-6
3	The First 2 years: Body and Mind Watch Lecture #3 Fearfully and Wonderfully Made: The Developmental Stages Watch Lecture #4	Ch 3. The First 2 years: Body and Mind Ch 4. The First 2 Years: Psychosocial Development	Learning curves & quiz 3 Submit Book Selection Learning curves & quiz 4	CO 1-6 CO 1-6
4	Early Childhood Development Watch Lectures #5&6	Ch.5: Early Childhood: Body and Mind Ch. 6 : Early Childhood, Psychosocial Development	Learning curves & quiz 5 Learning curves & quiz 6 Video #2 -TED talk Blog #2: Ted talk	CO 1-6
5 June 17-20	Middle Childhood Development Watch Lecture #7 Middle Childhood Development Watch Lecture #8	Ch. 7: Middle Childhood: Body and Mind Ch. 8: Middle Childhood: Psychosocial Development	Learning curves & quiz 7 Learning curves & quiz 8	CO 1-6 CO 1-6
MIDTERM EXAM Chapters 1-8 (Due on Thursday June 20, by 11:59 PM)				
6	Adolescence: Body and Mind Watch Lecture #9 Adolescence: Psychosocial Development Watch Lecture #10	Ch. 9 : Adolescence: Body and Mind Ch. 10: Adolescence: Psychosocial Development	Learning curves & quiz 9 Learning curves & quiz 10 Video #3 TED talk Blog #3: Ted talk Submit 1 st Draft for Final Paper	CO 1-6 CO 1-6
7	Emerging Adulthood: Body, Mind and Social World Watch Lecture # 11	Ch. 11: Emerging Adulthood: Body, Mind and Social World	Learning curves & quiz 11	CO 1-6
8	Adulthood: Mind and Psychosocial Development Watch Lecture #12 & 13	Ch. 12: Adulthood and Mind Ch. 13: Adulthood: Psychosocial Development	Learning curves & quiz 12 Learning curves & quiz 13 Video #4 - Parental Guidance Blog #4: Parental Guidance	CO 1-6

Modules/Dates	Lessons	Readings	Assignments	Course Objectives Met (example CO2)
9	Late Adulthood: Body and Mind Watch Lecture #14 Late Adulthood: Psychosocial Development Watch Lecture #15	Ch. 14: Late Adulthood: Body and Mind Ch. 15: Late Adulthood: Psychosocial Development	Learning curves & quiz 14 Learning curves & quiz 15 Video # 5 The Adventists Blog #5: The Adventists Submit Final Paper	CO 1-6 CO 1-6
10 July 29 – August 1 (11:59 PM)	Death and Dying Watch Lecture # 16	Epilogue: Death and Dying	Learning curves & quiz 16 Video #6 The Suicide Tourist Blog #6	CO 1-6
FINAL EXAM: Chapters 9-15 and epilogue (Due by Thursday August 1, by 11:59 PM)				

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Activity	%
Launch Pad Assignments	25
Video Responses	10
Final Paper	15
Mid-Term Exam	25
Final Exam	25
Total	100%

Your final grade will be calculated based on the number of points you have earned. To calculate your grade, all you need to do is add the number of points you have earned on each of the assignments listed above, and compare them to the cutoffs listed below.

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box 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.

Commit 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.

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