PSYC 301 Human Development
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

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>Call: (269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>Text: (269) 397-4477</td>
</tr>
</tbody>
</table>

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

Videos (Video links available on Learning Hub):
- *Fearfully and Wonderfully Made* by Answers in Genesis.
- 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:
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.
### 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](http://www.andrews.edu/distance/students/exams.html). The 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.

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**Rubrics**

**Video Assignments/Blog Forums Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>Less than half of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>No posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
</tr>
<tr>
<td>Community</td>
<td>All posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Majority of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Less than half of posts expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>One or more posts violate Mutual Respect Policy and/or no posts expand discussion.</td>
</tr>
<tr>
<td>Citation</td>
<td>All posts use accurate citation in APA format where appropriate.</td>
<td>Majority of posts use accurate citation in APA format where appropriate.</td>
<td>Less than half of posts use accurate citation in APA format where appropriate.</td>
<td>One or more posts are plagiarized. [This may be grounds for a zero!]</td>
</tr>
<tr>
<td>Length</td>
<td>All posts are a reasonable length (250-300 words).</td>
<td>Majority of posts are a reasonable length (250-300 words).</td>
<td>Less than half of posts are a reasonable (250-300 words).</td>
<td>All posts fail to meet word limit.</td>
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</tbody>
</table>
### Suggested schedule for completion in 8 weeks:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
| **PROCTORED MIDTERM EXAM**  
Chapters 1-8 | | | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
</thead>
</table>
| 6    | 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 |
| 7    | 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 |
LearningCurve 13b  
Chapter 13 Practice Quiz  
Video #4 - Parental Guidance  
Blogs #4: Parental Guidance | SLO 1-6 |
| 8    | 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 |
| 8    | 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:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
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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 |
| 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 |

**PROCTORED MIDTERM EXAM**  
Chapters 1-8
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Outcomes Met</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>Lesson 11: Adulthood: Emerging Adulthood</td>
<td>Ch. 11: Adulthood: Emerging Adulthood</td>
<td>LearningCurve 11a LearningCurve 11b Chapter 11 Practice Quiz</td>
<td>SLO 1-6</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 12: Adulthood: Body and Mind</td>
<td>Ch. 12: Adulthood: Body and Mind</td>
<td>LearningCurve 12a LearningCurve 12b Chapter 12 Practice Quiz</td>
<td>SLO 1-6</td>
</tr>
<tr>
<td>14</td>
<td>Lesson 14: Late Adulthood: Body and Mind</td>
<td>Ch. 14: Late Adulthood: Body and Mind</td>
<td>LearningCurve 14a LearningCurve 14b Chapter 14 Practice Quiz Video #5: The Adventists Blog #5: The Adventists</td>
<td>SLO 1-6</td>
</tr>
<tr>
<td>15</td>
<td>Lesson 15: Late Adulthood: The Social World</td>
<td>Ch. 15: Late Adulthood: The Social World</td>
<td>LearningCurve 15a LearningCurve 15b Chapter 15 Practice Quiz Submit Final Paper</td>
<td>SLO 1-6</td>
</tr>
<tr>
<td>16</td>
<td>Lesson 16: Death and Dying</td>
<td>Epilogue: Death and Dying</td>
<td>LearningCurve 16a LearningCurve 16b Chapter 16 Practice Quiz Video #6: The Suicide Tourist Blog #6</td>
<td>SLO 1-6</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>LaunchPad Assignments &amp; Quizzes</td>
</tr>
<tr>
<td>10</td>
<td>Video Response Blogs</td>
</tr>
<tr>
<td>15</td>
<td>Final Paper</td>
</tr>
<tr>
<td>25</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>25</td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total Percent Possible</strong></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

**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](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](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.