

Revised as of 3/29/07

## Online Syllabus for Argosy University San Francisco Bay Area

### PC 6025 Human Growth and Development

Spring 2007

Instructor: Virginia Bennett, Ph.D

Welcome to the world of human development and learning! This is one class you can count on knowing something about due to your genetic heritage and socio-psycho-cultural experiences of developing into an adult human being-- although, like the old joke says, "You may get older, but you can remain immature forever..."

This is a 15-week online course consisting of 15 modules. This course is designed to provide a comprehensive overview of lifespan developmental and learning psychology. These will be explored in light of major theories and current research that cover the spectrum of biosocial, cognitive, psychosocial, and therapeutic dimensions. There will be coverage of the major developmental theorists and their contribution to our understanding of learning and child development, including how it affects adult psychology. The chronological development from birth and infancy through adulthood will be traced from the perspective of heredity, biology, environment, social, and psychological factors. As a special emphasis, one-third of the class will focus on the topic of late adulthood and geriatric issues, including dealing with death and dying. Included in the examination of human development will be the ways in which diversity of gender, ethnicity, and cultural factors influence human development.

An intense, time-consuming class? You bet! However, not only is it material that should be personally of some interest, it is also the foundation of any form of counseling. We will also be covering the major theorists regarding development and learning and thereby helping you to become well versed in the foundations of psychology.

The following developmental stages will be highlighted:

- Prenatal development and birth
- Infant and toddler years from 1-2.
- The "play years" from 2-6.
- The "school years" from 7-11
- Adolescence
- Early adulthood from 20-40
- Middle adulthood from 40-60
- Late adulthood from 60
- Process of dying and death.

### Requirements:

- 1) Assigned reading from two textbooks will be used throughout the course, with additional readings for some modules in the form of selected online full-text journal articles.
- 2) Homework assignments, designated as "learning activities" will be given for some modules--although these are usually more in the "fun" category, as a way of applying some of the material to your own life.
- 3) Participation in a weekly online discussion group.
- 4) Online presentations
- 5) Final paper
- 6) Open book midterm the week of February 19-Sunday Feb. 25 and an open-book final exam the week of April 16 - Friday April 20th. These will be online exams that are due by midnight of the final due date.

### Evaluation Criteria

Students will receive a letter grade in this course: A, B, C, or F. Any grade below "C" level for a class in graduate school is considered as not meeting requirements.

Online Presentation 20%

Mid-Term Exam 20%

Final Exam 20%

Final Paper 20%

Online Class participation, including completing homework and posting discussion comments: 20%

**Mid-Term Exam and Final Exam** will be online, "open-book," and may consist of multiple choice, true-false, fill-in-the blank, and short answer questions. Students will have a week to complete each exam. There will be approximately 50 questions on the mid-term and 75 questions on the final exam. Students will have a week to complete the exams.

**Open book midterm the week of February 19 - 25. Due midnight, Sunday Feb 25.**

Open-book final exam the week of April 16 - 20. Due midnight, Friday, April 20th.

**ABSOLUTELY NO EXTENSIONS ON EXAM DEADLINES!**

**Online Presentations:**

Choose your topic for your online presentation. Look at the following list, which will also be posted on Week 2 Discussion board, then post as a reply which one you would like to present. **There can be two presenters for the topics on Adolescence, Adulthood, and Death and Dying.** For all other topics there can only be one presenter. Make sure you check all the postings to be sure that your topic is still available. When you post your topic, put it in the subject heading, as well as the body of the text.

**Online Presentation:** Select one of the developmental theories covered in class OR a topic related to aging, death, or dying and present a written summary to be presented to the class. **Include your own thoughts and/or experiences related to the theory, whether related to your own maturational process, that of your children or other family members, or people with whom you have worked.**

**The online presentation must be submitted to the instructor for review by the Wednesday prior to its posting on the following Monday.** This means, for example, if your topic is scheduled for Week 7, then you must send it to the instructor by Wednesday 9:00 am in Week 6. Send your online presentations directly to the instructor at [vbennett@argosyu.edu](mailto:vbennett@argosyu.edu). Do not attempt to post it yourself.

Check the syllabus to determine which topic is of interest and check the discussion board in Module One to see what is still available. Each student will need to select a different topic to present, so these will be assigned on a "first come, first served" basis, to be determined starting the first day of class and finalized by the end of the first week. When you have selected a topic, post it on the discussion board for the first week.

LIST OF THEORIES FOR ONLINE PRESENTATIONS and week presentation is due

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**1) Preformationism (Week 1-2)** Due by 9:00 am Wed. 1/17

- 2) Locke (Week 1-2)** Due by 9:00 am Wed. 1/17
- 3) Rousseau (Week 1-2)** Due by 9:00 am Wed. 1/17
- 4) Gesell's Maturation Theory (Week 2)** Due by 9:00 am Wed. 1/17
- 5) Ethological Theories of Darwin (Week 2)** Due by 9:00 am Wed. 1/17
- 6) Lorenz and Tinbergen (Week 2)** Due by 9:00 am Wed. 1/17
- 7) Mahler's Separation/Individuation Theory (Week 3)** Due by 9:00 am Wed. 1/17
- 8) Bowlby's Attachment Theories (Week 4)** Due by 9:00 am Wed. 1/24
- 9) Ainsworth Attachment Theories (Week 4)** Due by 9:00 am Wed. 1/24
- 10) Piaget (Week 5)** Due by 9:00 am Wed. 1/31
- 11) Vygotsky (Week 5)** Due by 9:00 am Wed. 1/31
- 12) Kohlberg's Stages of Moral Development (Week 6)** Due by 9:00 am Wed. 2/7
- 13) Freud (Week 6)** Due by 9:00 am Wed. 2/7
- 14) Bettelheim (Week 6)** Due by 9:00 am Wed. 2/7
- 15) Schachtel (Week 6)** Due by 9:00 am Wed. 2/7
- 16) Montessori (Week 7)** Due by 9:00 am Wed. 2/14
- 17) Bandura's Social Learning Theory (Week 7)** Due by 9:00 am Wed. 2/14
- 18) Selected topic or theory on Adolescence (Week 8)** Due by 9:00 am Wed. 2/21
- 19) Erik Erikson and the Stages of the Life Cycle (Week 9)** Due by 9:00 am Wed. 2/28
- 20) Selected topic or theory on Early Adulthood (Week 10)** Due by 9:00 am Wed. 3/7
- 21) Jung's Theory of Adulthood and Aging (Week 11)** Due by 9:00 am Wed. 3/14

**22) Topics on Aging, Death, and Dying (Week 12- 14) 2 presenters OK** Due by 9:00 am Wed. prior to the week chosen. Week 12 Due 3/21; Week 13 Due 3/28; Week 14 Due 4/4

**FINAL PAPER.**

Select one of the following topics:

A) Choose a developmental theory to which you personally and/or professionally relate.

Describe the relevance it has to your own life.

Describe, using examples, how it is, or can be, applied to counseling people who are at a specific developmental phase.

**Include information gained from at least three journal articles or books** that provide additional material regarding the developmental theory.

**OR**

B) Interview, and/or observe (if too young to speak) someone and discover what his/her life experience is and has been.

Describe the information you gather, providing a picture of this person's life.

Describe how this person's experience relates to at least one developmental theory we have covered in class.

**Incorporate information from least three journal articles or books** that provide additional material regarding the developmental theory or theories you have selected.

**For example:** Interview a young adult and then describe how his/her current experience relates to the issues of intimacy and isolation described by Erik Erickson and how his/her earlier experiences related to some of the earlier issues he has described.

**OR**

C) Do an in-depth book report on any of the books on the reading list or a book of your choice related to this course. **Incorporate information from at least two journal articles related to the topic of the book. Prior approval by the instructor is required.**

D) Select a video or movie that is related to the class. Provide a written summary of the movie and a discussion of how it relates to human development and learning. **Incorporate information from least three journal articles or books that provide additional material regarding the theme. Prior approval by the instructor is required.**

The required number of references must be **in addition** to your textbook. Also Wikipedia and other websites that are not peer reviewed are not to be used as your required number of references.

Papers should be 6-8 pages long, APA style, cite references where appropriate. An abstract of the paper is not necessary. Spelling, grammar, and clear sentence and paragraph style counts! **Papers are due by NOON Monday, April 9th.** Late papers are subject to grade reductions that could jeopardize your passing the class.

Students will submit one copy of their paper electronically (or in hard copy form) to the instructor AND another copy is to be submitted directly to Turnitin.com. Instructions for how to do this are given under the Final Papers section at the bottom of the module list in the syllabus section.

**STUDENTS MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.** This includes posting on discussion boards during the required time frames for each module.

### **Grading Criteria**

Criteria for grades for each requirement are as follows. Deduction in points are made for late papers depending on degree of lateness.

### **Final Paper:**

A+=99+ Paper shows original thought, provides excellent coverage of the material, is well written, and is in appropriate APA format, including required number of references.

A = 92 -98 Paper is in appropriate APA format, well thought out, and provides excellent coverage of material, and includes required number of references.

A- = 90-91 Paper is well thought out, uses the required number of references, is organized, provides excellent coverage of material but has missed a minor aspect of APA format or is not as well written in a way that slightly interferes with comprehension of minor points of the paper. For example, paper lacks a good summary and ends abruptly.

B = 80 - 89 Paper is well thought out, but is missing one component of APA format OR coverage of material is only adequate. Range from B+ to B- depends on the degree to which writing style promotes—or interferes with—the reader’s comprehension; the degree to which APA format has been missed; and/or the degree to which the coverage of the material is adequate. To obtain a "B" at any level, still requires citing and incorporating the required number of references.

C = 70 - 79 Insufficient number of references provided AND limited coverage

F = below 70 Paper is disorganized AND coverage is not adequate AND does not conform to APA format. And/or Evidence of plagiarism OR paper not submitted

### **Criteria for Online Class Presentation**

A = 90+ Presentation is well organized, interesting, and provides excellent coverage of the topic area; informative, well written presentation.

B = 80 - 89 Presentation is well organized, fairly well written, and provides good coverage of the topic area

C = 70 - 79 Coverage of material is marginal; presentation is slightly disorganized

F = below 70 Presentation is disorganized and does not provide adequate coverage of the topic area. Presentation was not completed by student

### **Criteria for Class Participation**

**Students are expected to participate at least twice each week: once for a response to a discussion topic PLUS at least one response to another student's posting--unless otherwise indicated. Deadlines for posting are by Sunday midnight of a week's module, unless otherwise specified. Students are strongly encouraged to participate more often and throughout the week to maximize discussion and enhance learning. Participating more often also enhances the credit given for class participation.**

**NOTE: the system is on Eastern Standard Time so yes, I know that it will read three hours later than you actually posted and I take that into consideration.**

I will post each new module by Monday, 5:00 pm for each week.

**Criteria for Online participation:**

A = 90+ Student actively participated in discussions at least twice a week in a substantial way; nearly all comments were thought provoking and incorporated material from the assigned readings. Student responded in a timely fashion

B = 80 - 89 Student actively participated in all discussions; most of the comments were thought provoking and incorporated material from the assigned readings

C = 70 - 79 Student participated in discussions in more than 70% of class sessions; comments/questions demonstrate a surface level understanding of course topics

F = below 70 Student participated in less than 70% of class sessions; comments/questions did not demonstrate an understanding of course topics. Student did not participate in class discussions

**Writing Requirements:** Graduate school requires a large amount of writing and is geared towards helping students develop and polish academic writing skills in preparation for later professional projects. It is recognized that some undergraduate schools may not have insisted that their students achieve the writing competence necessary for graduate school. If a student is unsure of his/her writing skills, it is recommended that he or she turn in a final paper at least two weeks before the due date to get the instructor's guidance and feedback. If problems are corrected and the final draft of the paper is turned in before the final date, the result is usually a higher grade than the student would otherwise receive.

**Honor Code:** By accepting admission to Argosy University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violation of academic integrity will not be tolerated. Refer to your Student Handbook for details.

**This means that each student is expected to do his or her own work and to utilize and cite references appropriately for papers without plagiarism.** If you are referring to information from another source, you must describe it in your own words AND cite the source, unless you are using direct quotes that are indicated as such, and are correctly cited. Students are advised that all research papers will be submitted to turnitin.com to scan for plagiarism. The consequences for plagiarism is an "F" for the class and an evaluation will be made to determine if dismissal from the program is indicated. Please contact the instructor for any questions regarding this.

Instructions for submitting your paper to turnitin will be given later in the course.

It has been my experience that students plagiarize for a variety of reasons. Sometimes it is because they have poor writing ability, or they are under a great deal of stress from work or their private lives; sometimes they have "cut and pasted" for other papers and fail to understand what an ethical violation it is and how severe the consequences may be. I urge any of you who are even tempted to go in this direction, to contact me so we can discuss whatever pressures you are experiencing and determine a more viable and ethical option.

**You also need to know that it is NOT ACCEPTABLE to turn in a paper that you have used for a previous class.** You have to ask yourself what are you in school for if you are avoiding one of the key learning tools: to put what you are learning about psychology into your own words as you incorporate the information you have gleaned from other sources (APA style of course!)

Please remember that you are choosing to enter a profession that is based on honest and ethical conduct. When you are sitting with clients, ALL of you is there: everything you were exposed to in classes, from reading books, from your own life experience and personal therapy. How you have conducted yourself as you have been learning the profession has a definitive affect on your caliber as a counselor.

**I hope you'll find this course an enjoyable, meaningful exploration into the human life cycle. It is a 15 week journey into the biological, emotional, cognitive, spiritual, and ever evolving drama of what it is to be a human being. I look forward to sharing it with you.**

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