PSY 175 Human Growth & Development

Course Master Syllabus

Course Information

Catalog Description: This course provides an overview of human development from conception to death. Special attention is given to the effects of psychological and social factors on development.

Prerequisite(s): PSY 101 – Introduction to Psychology

Corequisite(s): ENG 140 – English Composition I

Credits: 3

Hours: 3

Required Text(s): MindTap Psychology for Kail/Cavanaugh's *Human Development: A Life-Span View*

Supplemental Materials:

Instructor Information

Instructor's Name:

Contact Information:

Office Hours:

Program Goals

1. Explain key concepts, theories, and empirical findings in major areas of social science including biological, cognitive, developmental, and social psychology.
2. Examine scientific research and primary sources to understand key concepts in psychological and sociological theories.
3. Discuss recent advances in behavioral genetics, brain development, and cross-cultural approaches, with an emphasis on lifespan development.
4. Investigate human behavior, mental health, and social factors using cognitive, moral, and sociocultural perspectives.

5. Explore the causes, diagnosis, and treatment of mental illness, using the DSM framework and various assessment instruments.
6. Compare sociological theories and perspectives on racial and ethnic group interactions and dominant-minority relations in the United States.

Class Core Competencies

The following core competencies are embedded in this curriculum:

- Communicate effectively in both speech and writing.
- Use scientific method of inquiry, through the acquisition of scientific knowledge.
- Use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- Address an information need by locating, evaluating, and effectively using information.

Class Learning Assessment

Student Learning Outcomes	Suggested Means of Assessment
Describe the physical, cognitive and socioemotional changes occurring throughout the lifespan.	One page papers based on the knowledge of the content gained through class time and readings; Mid-term and final exams
Determine the concepts of scientific research with particular emphasis towards life span development.	Complete a “mini” hypothetical research project using online databases searches for relevant hypothetical research topic
Apply analytical knowledge gained through reviewing scientific based journal articles and primary sources to aspects of life-span development	Journal article summaries; Class/group discussions
Discuss of recent advances in areas such as behavioral genetics, brain development, evolutionary perspectives and cross-cultural approaches to lifespan development.	Written essay assignments applying various advances in developmental psychology to their own lives (Bonfrenbrenner assignment); Exam questions

Student Learning Outcomes	Suggested Means of Assessment
Transform a personal awareness of the growth and development process.	Stress assignment; Role model assignment; *Who Moved My Cheese* reflection paper

Grading System

Letter Grade	Percentage Range
A	90 to 100 percent
B Plus (B+)	87 to 89.9 percent
B	80 to 86.9 percent
C Plus (C+)	77 to 79.9 percent
C	70 to 76.9 percent
D	60 to 69.9 percent
F	Below 60 percent

College Information

Disability Services
Disability Services Webpage

Statement and Policy on Cheating, Plagiarism, and Academic Conduct
Academic Conduct Policy (Policy 304) [PDF]

Students are required to perform all the work specified by the instructor and are responsible for the content and integrity of all academic work submitted. A violation of academic integrity will occur if a student: (1) knowingly represents work of others as one's own, (2) uses or obtains unauthorized assistance in any academic work, (3) gives fraudulent assistance to another student, or (4) furnishes false information or other misuse of college documents.

Unauthorized use of Artificial Intelligence (AI) is prohibited unless the instructor explicitly permits it in the syllabus or assignments. If tools such as ChatGPT are permitted by an instructor to be used for an assignment, they should be used with caution and with proper citation. In all such cases, you may only use the specific tools identified as acceptable and you must adhere to the College's standards for attribution, validation, and transparency.

In cases of suspected violation of academic integrity, the incident is to be reported to the Office of Academics. A student found guilty of violating the rule of academic integrity

by the Vice President of Academics will be considered to have failed in personal obligation to the College; such failure will be subject to disciplinary action by the College. Unless otherwise notified, the instructor will allow students who are pending disciplinary action to attend class.

Tutoring and Testing at the Instructional Support Center (ISC)

- Instructional Support Center (ISC) Webpage

WCCC Library Services

- WCCC Library Website

Citation Styles and Formatting

Work submitted for any Warren County Community College course must conform to the required formatting and citation style that are specified by the instructor. The Library and Instructional Support Center can assist students with formatting and citations for assignments and papers.

WCCC Attendance Expectations

The College expects students to attend and participate in all classes. This involves sharing discussions and lectures in class, as well as interacting with other students. Grades are based on the quality of work students complete in meeting the requirements for a particular course, as stated in the course syllabus and catalog description. Attendance, among other factors, may be an additional criterion for assigning grades. Students should realize that they are responsible for all class meetings and that work missed because of absences may affect their grades. Attendance in online classes is determined by the completion of assignments/ tests. Students who have not completed any assignments or tests will be considered non-attending and receive an NF grade in online classes.

Class Attendance Expectations

Topical Outline

- Introduction to life span development and theoretical assumptions
- Research inquiry from a lifespan development standpoint
- The start of life: Genetics, prenatal development, and birth

- Each age of the lifespan (infancy, early childhood, middle childhood, adolescence, early, middle, and late adulthood) from a physical, cognitive, personality, and social perspective
- Cultural variations explored throughout each phase of the lifespan
- Aspects of death and dying will include Kubler-Ross and other theorists, burial practices from a cultural perspective.

Grading Methods

Assignment	Points/Percentage

Class Itinerary

Week / Unit	Topic	Readings/Assignments

Week / Unit	Topic	Readings/Assignments