

PSYC 2314 Human Growth and Development

Instructor: Illysa Foster, M.Ed. Class Meetings: TH 7:05-8:20pm
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Office hours: TH 6:30-7:00

Text: Berger, Kathleen S. (2001). The Developing Person Through the Life Span (Fifth Edition). Worth: New York, NY

Course Description

This course delves into the theories and perspectives of developmental psychology. The semester is devoted to the study of the individual over the lifespan. Students learn the material through on-line Power Point and Blackboard presentations, lectures, textbook readings, films, group activities, debates, writing assignments, discussions and projects. Students are encouraged to use critical thinking skills and to consider contextual variables such as culture, gender and class while studying material and being evaluated.

Teaching Philosophy and Instructional Techniques

My teaching philosophy can be summed up as a mastery approach to learning with emphasis on collaborative and active learning. My classes are organized to promote learning success by use of behavioral objectives with matched instruction and evaluation.

I approach my classes with an attitude of encouragement while providing instructional methods that promote application of the content areas for various learning styles.

Small group activities, class discussions, hands-on applications, and visual aids are utilized. Study groups are formed the first week of class and meet each class period to go over objectives and complete activities.

Writing assignments are emphasized as a means to achieve a deeper understanding of concepts. Students are permitted to correct some written assignments and increase learning by use of my feedback on their work.

Multiple-choice exams measure a broad knowledge base in each unit of study.

Assignments are designed to nurture research and public speaking skills, community involvement, cooperative learning, critical thinking, and in-depth exploration of topics of personal interest.

I am committed to providing a learning environment that fuels a love of learning.

Course Objectives

Students will:

1. develop a broad vocabulary of terms used in the field of developmental psychology.
2. practice the research methods of developmental psychology.
3. apply theoretical concepts of developmental psychology to real and hypothetical situations.
4. analyze contextual variables that effect human development
5. demonstrate the importance of each stage of development in the lifespan.
6. utilize critical thinking skills to evaluate psychological constructs.

Class Participation

Students are required to participate in classroom activities and discussions.

All assigned readings must be complete before the classroom discussion of a topic. Students must attend class regularly to succeed in the course. Students are responsible for withdrawing from this course; remember to do so by the final withdrawal day (Nov. 20). If a student stops attending class, she or he must take responsibility for the withdrawal process or receive a failing grade.

Evaluation

The course grade is a composite of tests, papers, assignments and participation. Four tests are given with 400 possible points. Tests are multiple choice and essay. Bring a blue book, a green scantron and a pencil on test dates. Four Papers are assigned with a combined total of 400 possible points. Daily assignments and participation/attendance comprise the remaining 200 possible points. Without exception, all work must be turned in by the last class period.

900-1000 points = A

800-899 points = B

700-799 points = C

600-699 points = D

500-599 points = F

Make-up Tests

Make up tests are given in the testing center. They must be taken within a week of the original test date or they will be scored as zero. You may only take a make-up test once in the course of the semester. The last test of the semester must be taken in class at the scheduled time unless a student makes prior arrangements with the instructor.

Late Papers

Late papers (even those turned in after class on the due date) will be heavily penalized by point deductions. There are no exceptions to this policy. If you are ill on the date a paper is due, make arrangements to drop off the paper earlier in the day and submit it to the administrative assistant in the mailroom. She or he will stamp your paper with the date and time. Do not place papers or notes in my mailbox.

Students are encouraged to turn in work early to avoid this penalty.

Academic Integrity

Students are held to adult standards and consequences for their behavior in this class. An individual caught cheating earns a zero on the assignment or test and is reported to the academic dean for possible suspension or expulsion.

This is your opportunity and privilege to learn: Enjoy, and do your best

Human Growth and Development Calendar

Date and Topics * Reading Assignment completed prior to class meeting

8/26 Introduction to Course

8/28 Ecological and Lifespan Models

9/2 Research Methods, Contexts and Systems, Ethics * Chapter 1

9/4 Theories of Development* Chapter 2

9/9 Heredity and Environment* Chapter 3

9/11 Prenatal Development*Chapter 4

9/16 Biosocial Development 0-2*Chapter 5

9/18 Cognitive Development 0-2*Chapter 6

9/23 Psychosocial Development 0-2*Chapter 7

9/25 Test 1

9/30 Biosocial Development 2-6 *Chapter 8

10/2 Cognitive Development 2-6*Chapter 9

10/7 Psychosocial Development 2-6*Chapter 10

10/9 Biosocial Development 7-12*Chapter 11

10/14 Cognitive Development 7-12 *Chapter 12

10/16 Psychosocial Development 7-12*Chapter 13

10/21 Test 2

10/23 Biosocial Development : Adolescence *Chapter 14

10/28 Cognitive Development : Adolescence*Chapter 15

10/30 Psychosocial Development: Adolescence*Chapter 16

11/4 Biosocial Development: Early Adulthood*Chapter 17

11/6 Cognitive Development: Early Adulthood*Chapter 18

11/11 Psychosocial Development: Early Adulthood*Chapter 19

11/13 Test 3

11/18 Biosocial Development: Middle Adulthood*Chapter 20

11/20 Cognitive Development: Middle Adulthood*Chapter 21

11/25 Psychosocial Development: Middle Adulthood*Chapter 22

12/2 Biosocial Development: Late Adulthood *Chapter 23

12/4 Cognitive Development: Late Adulthood*Chapter 24

12/9 Psychosocial Development: Late Adulthood*Chapter 25

12/11 Test 4
