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2019

Psychology 230: Human Growth & Development syllabus

Cassandra Bergstrom

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Human Growth & Development

PSY 230-970 & -900 Sections



Contents

Welcome!.....	1
Instructor Information	1
Course Outcomes.....	1
Materials	2
Canvas	2
Points and Grading.....	2
Learning Activities.....	3
Reflection Papers	3
Quizzes	3
Integration Paper	4
Extra Credit	4
Academic Integrity	4
Disability Resources	4
Equity and Inclusion Statement	5
Food Insecurity and Basic Needs	5
Writing Center	5
Title IX	Error! Bookmark not defined.

Welcome!

Welcome to Human Growth and Development! During this course, we will learn about the life span and what factors can influence one's development. I really enjoy teaching developmental psychology courses, as there are examples of people developing all around us!

We will investigate changes in human behavior over the entire life span, from conception to death. We will be covering these topics in a chronological order (meaning starting with conception and ending with death) and cover physical, cognitive, and social developmental changes. Not only will we cover theories that have long provided the structure for the study of development, but we will also look at current research findings in the area of developmental science.

Instructor Information

My name is Dr. Cassandra Bergstrom, feel free to call me Cassie or Dr. Bergstrom. The easiest way to contact me is by email at cassandra.bergstrom@unco.edu. You can expect me to email you back within 24 hours of receiving an email during the week; in general, I do not check emails as frequently on the weekend. You can also call my office phone at 970-351-2587, if I am not in my office (McKee 61), the voicemail will be sent to my email.

Course Outcomes

One of my biggest goals for this course is to provide opportunities for you to be able to see the course content in your everyday life. As such, we will focus on applying the information we cover within this class. After finishing this course successfully, you will:

1. Gain factual knowledge (terminology, classifications, methods, trends) in the field of developmental psychology.
2. Learn fundamental developmental principles, generalizations, and theories.
3. Apply course material to your everyday life (to improve thinking, problem solving, and decision making).
4. Analyze, critically evaluate, and write about developmental ideas, arguments, and points of view.

YOU CAN'T REALLY KNOW
WHERE YOU ARE GOING
UNTIL YOU KNOW
WHERE YOU HAVE BEEN.

MAYA ANGELOU





Materials

The textbook for this class is an open-access resource. This means that it is free for you to use for educational purposes. More information will be provided on Canvas, but here is a link to the text:

<https://www.oercommons.org/courses/lifespan-development-2/view>

Canvas

Canvas Website: <https://www.unco.edu/canvas/>



We will be using Canvas as the learning management tool for this course. In general, I encourage you to navigate the course by using the **Modules** tab. I have one module for each unit of the course, and each unit roughly corresponds to one section of the lifespan. Each week, you will have a **Learning Activities** assignment due. These assignments ask you either to complete an activity or reflect on a topic, and they will be done through the **Discussions** tab. We will also have written assignments, with four smaller Reflection Papers and one larger Integration Paper, all accessible through the **Assignments** tab. We will also have four exams throughout the course, which are available through the **Quizzes** tab. If you ever have questions on navigating through Canvas, let me know!

Points and Grading

Your grade for this course will be determined by the number of points you earn in each of the following sections: Learning Activities, Reflection Papers, Exams, and an Integration Paper. All points will be tracked in the **Grades** section of Canvas. You can access comments on writing assignments by clicking on the score for the assignment. More information about each of the assignment types is on the next page of this syllabus.

Points for Final Grade Cutoffs

- A = 604 – 650
- A- = 585 – 603
- B+ = 566 – 584
- B = 540 – 565
- B- = 520 – 539
- C+ = 500 – 519
- C = 474 – 499
- C- = 455 – 473
- D+ = 435 – 454
- D = 390 – 434
- F = below 390

Learning Activities	15 X 10 pts	150 pts
Reflection Papers	4 X 30 pts	120 pts
Quizzes	7 X 40 pts	280 pts
Integration Paper	1 X 100 pts	100 pts
TOTAL		650 pts

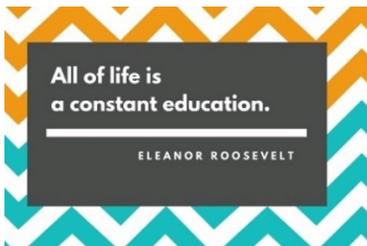
Please contact me at any time with questions about grading!

Learning Activities



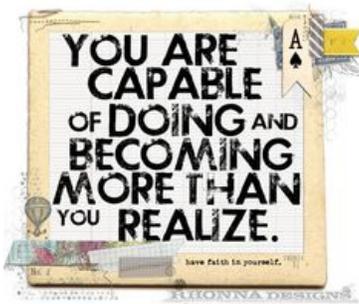
The learning activities for each week are prompts to complete activities designed to help you think in a different way about the material we are covering in that unit. Complete the assigned number of activities (1 to 3 each week, with options available). After completing the activity, you will post either your results or your reaction to the activity in the activity's discussion board section. You are required to not only post the required number of learning activities, but also comment on at least one other student's post as well. All comments need to be completed by **11:55 pm on Friday**. If you complete the activities, post your response, and reply to another student's post, you will receive 10 points for that week. If you only complete and post the activities without replying to another student, you will receive 8 points for that week. If you do not complete the activity by the due date, you will receive no points for that unit. All unit learning activities can be found under the **Discussions** tab or within the unit's Module.

Reflection Papers



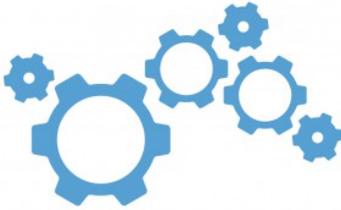
At four times throughout the course, Reflection Papers will be due. For these, you will write your reflections of the material we covered in the unit. The reflection papers should each be at least 2 pages (double spaced) in length. The goal of the reflection paper is to connect your own views and experiences with course content. Due dates for each reflection paper are listed in the information on the reflection paper, and will generally be **11:55 pm on Friday the week they are due**. If you complete a thoughtful, accurate, and at least 2 page reflection paper, you will receive 30 points for the paper. If your reflection paper falls under 2 pages and does not reflect deeper thinking/connections on the topic, you will receive less than 30 points per paper. Reflection papers will also be submitted through the appropriate prompt in the **Assignments** tab on Canvas.

Quizzes



Seven times throughout the semester, there will be quizzes completed through Canvas, assessing the material that has been covered. Most material on the exams will come from the text and class materials, with some coming from required videos and/or articles posted for the unit. Each quiz will be worth 40 points, and will consist of both multiple choice and short answer (3-5 sentences) items. Each quiz must be completed by **11:55 pm on Friday the week it is due**. Exams must be finished prior to the time they are due, unless arrangements have been made ahead of time with the instructor or extenuating circumstances prevent the notification. Exams will be available under the **Quizzes** tab on Canvas.

Integration Paper



The integration paper is a 5 page paper (minimum) worth 100 points detailing an observation/interview of a child or adult, while integrating material from class and outside sources to support your observations. The purpose of the integration paper is to integrate your observation/interview with course material, as well as outside source material. The final version of the integration paper will be due by **11:55pm on Monday, November 25, 2019**. More information will be provided in the **Integration Paper** module on Canvas and the paper will ultimately be turned in through the **Assignments** tab.



Extra Credit

A total of 15 extra credit points can be earned for this course. Extra credit requirements are lenient; basically, relate something (i.e. a movie, TV show, podcast, book, song lyrics, etc.) to material we have covered in class, or material present in the textbook. For extra credit, one double-spaced, typed page is worth a max of 5 pts extra credit. Additionally, throughout the semester I will notify you if alternative extra credit opportunities arise. All extra credit work must be completed and submitted via email by **December 13, 2019**.

INTEGRITY
IS DOING THE
RIGHT THING.
EVEN WHEN
NO ONE IS
WATCHING.

C.S. LEWIS

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Please see [this link for information on UNC's work on Academic Integrity](#).

There is no greater
disability in society,
than the inability to
see a person as more.



QUOTEHD.COM

Robert M. Hensel
Poet-Writer
Born 1969

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can [learn more about the accommodation process here](#).

Equity and Inclusion Statement



The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Food Insecurity and Basic Needs



Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Writing Center

The UNC's Writing Center's mission is to foster confidence, growth, and self-sufficiency in the writer. Since they desire to see advancement in the writer's aptitude for and knowledge of writing, tutors do not edit but instead teach writers how to revise their own work. And the service is free for UNC students! Writers can receive helpful feedback on their writing, either in person or online via asynchronous appointment. The Writing Center is located in Ross Hall, room 1230 and is open Monday through Friday, 9:00 a.m. to 5:00 p.m. Writers can call 970-351-2056 to make an appointment, or they can make [their own appointments online](#).

"You might not write well every day, but you can always edit a bad page. You can't edit a blank page."

Jodi Picoult

PSY 230 Human Growth & Development Fall 2019 Schedule

Unit	Week	Start Date	Topic & Readings	Materials Due
Unit 1: Human Development Background	1	Aug. 26	Introduction to the Course	<input type="checkbox"/> Introductions Forum
	2	Sept. 2	Chapter 1: Lifespan Psychology	<input type="checkbox"/> Learning Activities
	3	Sept. 9	Chapter 2: Developmental Theories	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 1
Unit 2: First Two Years	4	Sept. 16	Chapter 3: Prenatal Development	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Reflection Paper 1
	5	Sept. 23	Chapter 4: Infancy	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 2
Unit 3: Early Childhood	6	Sept. 30	Chapter 5: Early Childhood, Part 1	<input type="checkbox"/> Learning Activities
	7	Oct. 7	Chapter 5: Early Childhood, Part 2	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 3
Unit 4: Middle Childhood	8	Oct. 14	Chapter 6: Middle Childhood, Part 1	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Reflection Paper 2
	9	Oct. 21	Chapter 6: Middle Childhood, Part 2	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 4
Unit 5: Adolescence & Adulthood	10	Oct. 28	Chapter 7: Adolescence	<input type="checkbox"/> Learning Activities
	11	Nov. 4	Chapter 8: Early Adulthood	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 5
	12	Nov. 11	Chapter 9: Middle Adulthood	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Reflection Paper 3
Unit 6: Late Adulthood and Death & Dying	13	Nov. 18	Chapter 10: Late Adulthood	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Quiz 6
	14	Nov. 25	No Content: Thanksgiving Break!	<input type="checkbox"/> Monday, Nov. 25: Integration Paper
	15	Dec. 2	Chapter 11: Death and Dying	<input type="checkbox"/> Learning Activities
	16	Dec. 9	Wrap Up	<input type="checkbox"/> Learning Activities <input type="checkbox"/> Reflection Paper 4 <input type="checkbox"/> Quiz 7

****Due dates occur on Fridays at 11:55pm unless otherwise noted!****