PSYC 2314 : Human Growth and Development
Course Syllabus

PSYC 2314 Human Growth and Development:
A course examining the relationship of the physical, emotional, social, and mental factors of growth and development throughout life. Prerequisite: Must be TSI complete in Reading. F, Sp, Su (4201015125).

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Office hours: To be posted.

COURSE RATIONALE:
It is important for any well-educated person to understand to some degree how we as human beings develop through the life span. Human Growth and Development addresses the physical, cognitive, and psychological changes we encounter as we pass through life, from pre-natal development to death. Students taking this course will be allowed to explore, discuss and learn about important developmental psychological principles, and to apply these principles in understanding their own respective growth and development.

Text Book: Experiencing The Lifespan Janet Belsky Custom Edition

COURSE REQUIREMENTS/EVALUATION:

Examinations and Assignments:
There will be three (3) examinations in the course. Each will be objective in nature (true-false, and multiple-choice) and will offer fifty questions at two points each, for a total of one hundred (100) points per examination. The date and timing of the unit tests will be addressed in class. These major examinations will cover lecture notes and assigned textbook readings as well as any ancillary class materials.

Students will prepare an “I Search” paper over subject matter assigned by the professor. You will receive presentation topics and assignment dates further in the semester.

Students will prepare a response notebook to accompany readings and research facilitated by the text and lecture. Further explanation will be provided during class. The notebook will be fluid and will reflect both individual learning objectives and class participation.

A comprehensive final examination, worth one-hundred and fifty (100) points, will be given at the end of the semester.

Scantron Errors: You are responsible for scantron errors.
Grading Procedure:  
3 Unit Examinations (**3 @ 100 pts. each)  300 points  
1 class presentation  100 points  
1 "I search" Paper  100 points  
1 Comprehensive Final Examination  100 points  
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600 points possible  

** Note: at the end of the semester, students will be allowed to drop the lowest of their test grades

THE FINAL GRADE DETERMINATION WILL BE A SIMPLE PERCENTAGE COMPUTATION - EARNED POINTS OF POSSIBLE EARNED POINTS.

Extra Credit: There are no extra credit opportunities. There are specific ways to add to your final average. These include attendance and class behavior.

CLASSROOM POLICIES:

Attendance: "Kilgore College requires punctuality and regular class attendance. An absence is defined as a student not being in class. An instructor may either drop a student when his lack of attendance prohibits him from meeting the course objectives or when a student accumulates excessive absences. ‘Excessive absences’ is defined as the equivalent of two weeks instruction in a 16-week semester or no more than 12.5% of the total hours of instruction in any term. . ." (Kilgore College Catalog)

Drop Date: (See Kilgore College Catalog) " . . . All course drops, whether instructor or student initiated, shall result in a "W" during the first 12 weeks of a long term or 21 days of a summer term. During the thirteenth and fourteenth weeks of a long term, or the twenty-second through the twenty-fourth days of a summer term, such drops will result in a "W" if the student is passing or "F" if the student is failing. A student may not drop or withdraw during the last two weeks of a long semester or following the twenty-fourth class day of a summer term."

"It is the student's responsibility to drop or withdraw by the stated deadlines to ensure a grade of 'W'."
(Kilgore College Catalog)

Make-up Examination Procedure: There will be no make-up tests given in this class. (Early testing, with instructor approval, is possible). Students missing a test will have the opportunity to drop the resulting “zero” grade as their lowest test score.

Academic Honesty: “It is the responsibility of students and faculty to help maintain scholastic integrity at the college by refusing to participate in or tolerate scholastic dishonesty. Plagiarism and other forms of academic dishonesty undermine the very purpose of the college and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in the Kilgore College Student Handbook available in the Office of the Vice President of Student Development. . .” (Kilgore College Catalog)

Civility in the Classroom: “Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or distracting classroom behavior is prohibited in order to assure that everyone has opportunity to gain from time spent in class. Should a disruptive classroom incident occur, the faculty member in charge may remove the student on either a temporary or permanent basis. Students have the right to appeal through appropriate channels.” (Kilgore College Catalog)
Course Outline

Unit I  The Foundation  
Reading Assignment: Chapter 1 & 2

Unit II  Infancy  
Reading Assignment: Chapter 3 & 4

Unit III  Childhood  
Reading Assignment: Chapter 5, 6 & 7

Unit IV  Adolescence  
Reading Assignment: Chapter 8, 9 & 10

Unit V  Early and Middle Adulthood  
Reading Assignment: Chapter 11 & 12

Unit VI  Later Life  
Reading Assignment: Chapter 13, 14, 15

Exemplary Educational Objectives:

The student must be able to:

1) employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

2) use and critique alternative explanatory systems or theories.

3) develop and communicate alternative explanations or solutions for contemporary social issues.

4) analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

STUDENTS LEARNING OBJECTIVES:

Listed below are the units to be addressed in class, including student learning objectives. Class lecture, discussion, and activities will include, but shall certainly not be limited to, the enumerated objectives.

Introductions

Foundations

Reading Assignment: Chapters 1-2

Upon completing this course the student should be able to: (1,2,3,4)

1. List and describe the major approaches to the study of human development.

2. Explain the relationships of DNA, genes and chromosomes.

3. Define conception and explain the fertilization process.

4. Identify and discuss the stages of prenatal development.
Infancy

Reading Assignment: Chapters 3-4

Upon completing this course the student should be able to: (1,2,3)

1. Define infancy and identify its developmental tasks.
2. Discuss physiological growth patterns of infancy.
3. Describe early cognitive development.
4. Explain emotional and personality development in infancy.

Childhood

Reading Assignment: Chapters 5-7

Upon completing this course the student should be able to: (1,2,3,4)

1. Define early childhood and identify its developmental tasks.
2. Discuss physiological growth patterns of early childhood.
3. Describe cognitive development of early childhood.
4. Explain emotional and personality development in early childhood.
5. Define middle and late childhood and identify its developmental tasks.
6. Discuss physiological growth patterns of middle and late childhood.
7. Describe cognitive development of middle and late childhood.
8. Explain emotional and personality development in middle and late childhood.

Adolescence and Emerging Adulthood

Reading Assignment: Chapters 8-10

Upon completing this course the student should be able to: (1,2,3,4)

1. Define adolescence and identify its developmental tasks.
2. Discuss physiological growth patterns of adolescence.
3. Describe cognitive development of adolescence.
4. Explain emotional and personality development in adolescence.
Early and Middle Adulthood

Reading Assignment: Chapters 11-12

Upon completing this course the student should be able to: (1,2,3)

1. Define early adulthood and identify its developmental tasks.
2. Discuss physiological growth patterns of early adulthood.
3. Describe cognitive development of early adulthood.
4. Explain emotional and personality development in early adulthood.
5. Define middle adulthood and identify its developmental tasks.
6. Discuss physiological growth patterns of middle adulthood.
7. Describe cognitive development of middle adulthood.
8. Explain emotional and personality development in middle adulthood.

Later Life

Reading Assignment: Chapters 13-15

Upon completing this course the student should be able to: (1,2,3,4)

1. Define late adulthood and identify its developmental tasks.
2. Discuss physiological growth patterns of late adulthood.
3. Describe cognitive development of late adulthood.
4. Explain emotional and personality development in late adulthood.
5. Outline the primary issues associated with death and dying.