INSTRUCTIONAL PACKAGE

PSY 203

Human Growth and Development

Effective Term
Fall 2019; Spring 2020;
Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: <u>Effective Term: Fall 2019; Spring 2020; Summer 2020</u>

COURSE PREFIX: PSY 203   COURSE TITLE: Human Growth and
                      Development

CONTACT HOURS: 3.0   CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

Human Growth and Development is an upper level course of study which examines development across the lifespan. The course is an important part of the social science curriculum, and it will prepare the student for a comprehension of the life-span perspective that will serve the student in a variety of personal and professional endeavors. In Human Growth and Development, the student will embark on specific areas of study as follows: biological processes, physical development, health, cognitive processes, socio-emotional processes, social contexts and the end of life.

COURSE DESCRIPTION:

This course is a study of the physical, cognitive, and social factors affecting human growth, development, and potential.

PREREQUISITES/CO-REQUISITES:

Credit level PSY 201 Minimum Grade of C, or Credit level PSY 201 Minimum Grade of TC.

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Santrock, John. W. (2018) A Topical Approach To Life-Span Development. (9th ed.). New York, NY: McGraw Hill.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:
None

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:
Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain behavior, development, and psychological disorders. Students are also encouraged to take notes. This course is designed to foster interaction, active learning, and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit Online Netiquette.

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)
Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty

should:
• First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
• Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.
Academic Misconduct: Cheating, plagiarism, collusion, et al.
• Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
• If academic misconduct is substantiated to the Professor's satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
• Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
• Assign a failing grade for the course (with consultation on student academic options including the appeal process)
• Require the student to withdraw from the course
• Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

*Horry-Georgetown Technical College Policy: No eating, drinking or smoking is permitted in the classroom.

Part II: Student Learning Outcomes

*Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.
Student Learning Outcomes:
• Students completing this course will demonstrate knowledge of development across the life span. The specific areas studied are as follows: infancy, preschool, middle childhood, adolescence, early adulthood, middle adulthood, late adulthood, and endings. With each area, the students will learn the physical, cognitive, social, and personality development of individuals.

*Suggested Outline:

Module I THE LIFE-SPAN PERSPECTIVE
Materials Covered:
Chapter 1 Introduction
*Assessment(s): Complete class review activity, handouts or quiz

Learning Outcomes for Chapter 1: Introduction
Discuss the distinctive features of a life-span perspective on development.
1. Identify the most important processes, periods, and issues in development.
2. Describe the major perspectives of psychology in accordance to human development.
3. Explain how research on life-span development is conducted.

*Suggested Outline:
Module II BIOLOGICAL PROCESSES, PHYSICAL DEVELOPMENT, & HEALTH

Materials Covered:
Chapter 2 Biological Beginnings
Chapter 3 Physical Development and Biological Aging
Chapter 4 Health
Chapter 5 Motor, Sensory, and Perceptual Development

*Assessment(s): Complete class review activity, handouts or quiz
Exam on Modules I and II

Learning Outcomes for Chapter 2: Biological Beginnings
1. Discuss the evolutionary perspective on life-span development.
2. Describe what heredity and environment influence human development.
3. Characterize the hazards of the course of prenatal development and birth.

Learning Outcomes for Chapter 3: Physical Development & Biological Aging
1. Discuss major changes in the body through the life span.
2. Describe how the brain changes through the life span.
3. Summarize how sleep patterns change as people develop.

Learning Outcomes for Chapter 4: Health
1. Describe developmental changes in health.
2. Summarize the roles of exercise in child and adult health.
3. Evaluate substance use in adolescence and adulthood.

Learning Outcomes for Chapter 5: Motor, Sensory, & Perceptual Development
1. Describe how motor skills develop.
2. Outline the course of sensory and perceptual development.

3. Discuss the connection between perception and action.

*Suggested Outline:
Module III COGNITIVE PROCESSES AND DEVELOPMENT

Materials Covered:
Chapter 6 Cognitive Development Approaches
Chapter 7 Information Processing
Chapter 8 Intelligence
Chapter 9 Language Development

*Assessment(s): Complete class review activity, handouts or quiz
Exam on Module III

Learning Outcomes for Chapter 6: Cognitive Development Approaches
1. Discuss the key processes and four stages in Piaget's theory.
2. Identify the main concepts in Vygotsky's theory, and compare it with Piaget's theory.
3. Describe cognitive changes in adulthood.

Learning Outcomes for Chapter 7: Information Processing
1. Explain the information-processing approach and its application to development.
2. Describe what memory & metacognition and how they change through the life span.
3. Characterize thinking and its developmental changes.

Learning Outcomes for Chapter 8: Intelligence
1. Explain the nature of intelligence, and the key controversies about differences in IQ scores.
2. Discuss the development of intelligence across the human life span.
3. Describe the characteristics of intellectual disability, giftedness, and creativity.

Learning Outcomes for Chapter 9: Language Development
1. Define language and describe how it develops through the life span.
2. Discuss the biological and environmental contributions to language skills.

*Suggested Outline:
Module IV SOCIOEMOTIONAL PROCESSES & DEVELOPMENT
Materials Covered:
Chapter 10 Emotional Development and Attachment
Chapter 11 The Self, Identity, & Personality
Chapter 12 Gender and Sexuality
Chapter 13 Moral Development, Values, and Religion

*Assessment(s): Complete class review activity, handouts or quiz

Exam on Module IV

Learning Outcomes for Chapter 10: Emotional Development
1. Discuss basic aspects of emotion and its development through the life span.
2. Characterize variations in temperament and their significance.
3. Explain attachment and its development.

Learning Outcomes for Chapter 11: The Self, Identity, & Personality
1. Discuss the main ways the self is conceptualized.
2. Explain the key facets of identity development.
3. Describe personality and its development in adulthood.

Learning Outcomes for Chapter 12: Gender & Sexuality
1. Explain biological, social, and cognitive influences on gender through the life span.
2. Characterize influences on sexuality, the nature of sexual orientation, and some sexual problems.
3. Summarize how sexuality develops through the life span.

Learning Outcomes for Chapter 13: Moral Development, Values, & Religion
1. Discuss theory and research on moral thought, behavior, feeling, and personality.
2. Describe the development of prosocial and antisocial behavior.
3. Characterize the development of values, religion, spirituality, and meaning in life.

*Suggested Outline:
Module V SOCIAL CONTEXTS OF DEVELOPMENT
Materials Covered:
Chapter 14 Families, Lifestyles, and Parenting
Chapter 15 Peers and the Sociocultural World
Chapter 16 Schools, Achievement, and Work

*Assessment(s): Complete class review activity, handouts or quiz

Learning Outcomes for Chapter 14: Families, Lifestyles, & Parenting
1. Describe some important family processes.
2. Discuss the diversity of adult lifestyles and how they influence people's lives.
3. Characterize parenting and how it affects children's development.

Learning Outcomes for Chapter 15: Peers & the Sociocultural World
1. Discuss peer relations in childhood and adolescence through the life span.
2. Summarize the social aspects of aging.
3. Evaluate sociocultural influences on development.

Learning Outcomes for Chapter 16: Schools, Achievement, & Work
1. Describe the role of schools in development.
2. Explain the key aspects of achievement.
3. Discuss career development, work, and retirement.

*Suggested Outline:
Module VI ENDINGS
Materials Covered:
Chapter 17 Death, Dying, and Grieving

*Assessment(s): Complete class review activity, handouts or quiz
Exam on Modules IV and V
Final Test, Project, or Course Activity

Learning Outcomes for Chapter 17: Death, Dying, & Grieving
1. Describe the death system and its cultural and historical contexts.
2. Evaluate issues in determining death and decisions regarding death.
3. Discuss death and attitudes about it at different points in development.
4. Explain the psychological aspects involved in facing one's death and the contexts in which people die.
5. Identify ways to cope with the death of another person.

Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams (2 to 5 Exams including Final Exam if applicable)	40% to 70%
Quizzes/Assignments	15% to 40%
Participation	0% to 10%
Papers/Projects/Portfolios/ Discussions	15% to 40%
_____	
Total (must add up to 100%)	100%

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:
Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Horry-Georgetown Technical College GRADING SYSTEM:
90% to 100%   A
80% to 89%   B
70% to 79%   C
60% to 69%   D
below 60%   F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](.)).   You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.
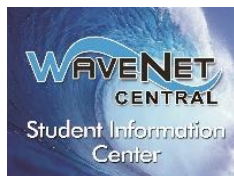
Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the Online Resource Center to access on-demand resources any time.

Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
Dr. Melissa Batten, VP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, VP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu