COURSE INFORMATION

COURSE TITLE

PSY235: Human Growth and Development

COURSE DESCRIPTION

Examines human development from conception through death, emphasizing physical, cognitive, emotional, and psychosocial factors. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT

The Colorado Commission on Higher Education has approved PSY235 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C− grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

This course is one of the Statewide Guaranteed Transfer courses.

• PSY235 GT-Pathways Required Syllabus

CREDIT HOURS

This course carries 3 semester credits. You can expect to put in 8 to 10 hours per week on this course, depending on how you schedule your workload.

SUGGESTED PREREQUISITE KNOWLEDGE

• 3 hours of general psychology or instructor's permission
• College-level reading and writing skills
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

The course uses a digital textbook, so students do not need to order one. If needed, students can purchase any course materials (calculators, software, and so on) with cash, credit card, or financial aid from their [home college bookstore](link opens in new window). Click the **Purchase My Materials Now** tab and select the bookstore from which you’d like to make your purchase.

For specific information on refund policies and the **optional** black-and-white textbook available for purchase, please contact the [CCCOnline bookstore](link opens in new window).

**REQUIRED TEXT**


**DIGITAL MATERIALS ACCESS**

Visit the [Pearson Direct Integration Course Start](link opens in new window) page for details on finding the eText within the course.

To make sure your computer is set up correctly to access the eText and other digital content, review the [Pearson Technical Support](link opens in new window) page, also linked in the Technical Support Module.

**MINIMUM COMPUTER REQUIREMENTS**

To complete this course, you will need **regular** access to a computer from which you can get to the Internet and use email. To ensure that your course functions properly, you **must** run the System Check. This is a critical step; taking time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click **Tools** in the course NavBar at the top of the page and then click **System Check**.
COURSE COMPETENCIES AND OBJECTIVES

GENERAL COMPETENCIES

GT-SS3: HUMAN BEHAVIOR, CULTURE OR SOCIAL FRAMEWORKS CONTENT CRITERIA

Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
c. Understand diverse perspectives and groups.

GT-SS1 COMPETENCIES & STUDENT LEARNING OUTCOMES

Competency: Critical Thinking:

Students should be able to:

1. Explain an Issue
   a. Use information to describe a problem or issue and/or articulate a question related to the topic.
2. Utilize Context
   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one’s own and others’ assumptions.

5. Understand Implications and Make Conclusions
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

Competency: Diversity & Global Learning:

Students should be able to:

1. Build Self-Awareness
   a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
2. **Examine Perspectives**
   a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. **Address Diversity**
   a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

**REQUIRED COURSE LEARNING OUTCOMES**

The competencies you will demonstrate in this course are as follows:

A. Identify the biological factors associated with prenatal development.
B. Evaluate the environmental factors associated with prenatal development.
C. Identify and explain the biological factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
D. Compare and contrast the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
E. Explain the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
F. Identify and explain the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
G. Examine the emotional factors associated with death and dying.
H. Identify psychosocial factors associated with death and dying.

**REQUIRED TOPICAL OUTLINE**

I. **Prenatal development**
   A. Biological factors
   B. Environmental factors

II. **Infancy**
   A. Physical and cognitive factors
   B. Emotional and psychosocial factors

III. **Childhood**
   A. Physical and cognitive factors
   B. Emotional and psychosocial factors

IV. **Adolescence**
A. Physical and cognitive factors
B. Emotional and psychosocial factors

V. Young adulthood
A. Physical and cognitive factors
B. Emotional and psychosocial factors

VI. Middle adulthood
A. Physical and cognitive factors
B. Emotional and psychosocial factors

VII. Aging
A. Physical and cognitive factors
B. Emotional and psychosocial factors

VIII. Death and dying
A. Emotional factors
B. Psychosocial factors

The module objectives you will demonstrate in support of the course competencies are listed in the following tables.

**MODULE 1**

**Outcomes**

1. Explain the basic concepts of human development, including the roots and major domains of human development.  
2. Discuss the different research methodologies used in the study of human development.  
3. Explain the main theories of human development.  
4. Compare and contrast the main theories of human development.  
5. Describe the role of genetics in prenatal development.  
6. Discuss how environmental factors affect prenatal development.

**Competencies**

- A-H
- C
- C, D
- B
- B

**MODULE 2**

**Outcomes**

1. Describe the physical, perceptual, and sensory changes of children in infancy.
2. Recognize the cognitive development that occurs during infancy.
3. Discuss the social and personality development that occurs during infancy.
4. Recognize the different attachment styles and how they influence adult behavior.
5. Explain the physical changes children experience in early childhood.
6. Discuss how parenting styles affect childhood development.

**Competencies**

- C
- D
- E
- E
- C
- B
### Module 3

**Outcomes**
1. Identify the physical and cognitive changes that occur during the middle years of a child’s development.
2. Explain the advances in social cognition that occur in middle childhood.
3. Describe factors that can influence physical, cognitive, and identity development in middle childhood.
4. Discuss the stages of adolescent identity development.
5. Compare and contrast the cognitive development between middle childhood and adolescence.

**Competencies**
- C, D
- E, F
- E
- F
- D

### Module 4

**Outcomes**
1. Identify the physical and cognitive characteristics of a person in early adulthood.
2. Describe the factors that influence personal and social development in early adulthood.
3. Discuss how adults in middle adulthood differ from adults in early adulthood.
4. Describe the physical changes and cognitive changes that happen in middle adulthood.
5. Explain the theories of social and personality development for middle adulthood.

**Competencies**
- C, D
- E, F
- D, E, F
- C, D
- F

### Module 5

**Outcomes**
1. Describe the physical and cognitive changes that occur in late adulthood.
2. Explain the factors that affect behavior in late adulthood.
3. Discuss the factors that affect social and personality development in late adulthood.
4. Explain the different theories of death and grieving.
5. Discuss the various ways people cope with death and grieving.

**Competencies**
- C, D
- C, D
- F
- G, H
- G, H
GRADING AND EVALUATION

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluation. Rubrics will be provided for discussions, essays, and the theory application final paper.

LATE WORK POLICY

- **Discussions** – Late work will NOT be accepted, as modules will not be reopened once the discussion formally ends.
- **Quizzes** – All module/chapter quizzes will be set to close during the final week of the course. This means you can complete quizzes throughout the semester, however it is STRONGLY recommended you follow the due dates listed in the Course Schedule. Most students who do not follow the suggested due dates perform poorly on quizzes. All updates and changes will be in the "news" section of the class. It is your responsibility to read these.
- **Assignments** – Late submissions will be allowed, however a 10% per day consequence will be enforced.
**Summary of Grading**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Discussions (1 @ 25 points and 5 @ 40 points each)</td>
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<tr>
<td>Essays (4 @ 100 points each)</td>
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<tr>
<td>• Attachment Styles Essay</td>
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<td>• Middle Childhood Essay</td>
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<td>• Early Adulthood Essay</td>
<td></td>
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<tr>
<td>• Late Adulthood Essay</td>
<td>400</td>
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<tr>
<td>Quizzes (5 @ 35 points each)</td>
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<tr>
<td>Theory Application Project</td>
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<td>• Module 2 Assignment 2: Theory Application Paper: Thinking Ahead (10 points)</td>
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<td>• Module 3 Assignment 2: Theory Application Paper: Bibliography (10 points)</td>
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<td>• Module 5 Assignment 1: Theory Application Paper (180 points)</td>
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<td>TOTAL</td>
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**Grading Scale**

A = 90 to 100%  
B = 80 to 89%  
C = 70 to 79%  
D = 60 to 69%  
F = 59% and below
COURSE SCHEDULE

The Course Schedule is subject to change as needed.

This page summarizes all the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send me an email.

This course is not self-paced and is not open-exit. All assignments, papers, quizzes, discussions, and so on are to be completed by no later than midnight of the due date.

NOTE: Important CCCOnline semester dates (for example, drop/withdraw/term end) appear on the CCCOnline calendar (link opens in a new window).

MODULE 1

Reading/Assignments/Exams
Read Chapters 1, 2, and 3
Module Exploration
Discussion: Student Introductions
Discussion: Genetics and Environment
Quiz

MODULE 2

Reading/Assignments/Exams
Read Chapters 4, 5, 6, 7, and 8
Module Exploration
Discussion: Gender Identity and Parenting Styles
Assignment 1: Attachment Styles Essay
Assignment 2: Theory Application Paper: Thinking Ahead
Quiz

MODULE 3

Reading/Assignments/Exams
Read Chapters 9, 10, 11, and 12
Module Exploration
Discussion: Adolescent Identity Development
Assignment 1: Middle Childhood Essay
Assignment 2: Theory Application Paper: Bibliography
Quiz
**Module 4**

**Reading/Assignments/Exams**
Read Chapters 13, 14, 15, and 16
Module Exploration
Discussion: Middle Adulthood
Assignment 1: Early Adulthood Essay
Quiz

**Module 5**

**Reading/Assignments/Exams**
Read Chapters 17, 18, and 19
Module Exploration
Discussion: Aging, Health and Life Expectancy
Assignment 1: Late Adulthood Essay
Assignment 2: Theory Application Paper
Quiz

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