Course Syllabus

White Mountains Community College

Course Name: PSYC112W Human Growth and Development

Approved By: Robin Scott   **Date:**

Instructor: Gerard Tremblay

Course Description

PSYC112W Human Growth and Development (3 Credits)

Human Growth and Development explores human development from a psychological point of view. The course emphasizes the developmental stages of the lifespan, along with cognitive growth patterns. (Prerequisite: ENGL120W strongly recommended)

Required Texts and Resources

Textbook: Lifespan Development, A Psychological Perspective

Lally and Valentine-French, 2nd edition

LADPac number: WMB0003

See the **CCSNH IT Requirements ▣ (https://www.wmcc.edu/academic-resources-for-students/#technology)**

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

Identify, evaluate &/or compare and contrast the main theories of lifespan development.
Discuss and provide examples of how different theoretical concepts of lifespan development are applied in everyday life.
Evaluate and articulate the core neurobiological processes involved in human development across the lifespan.
Identify and describe the core physical changes that occur across the lifespan and analyze the impact these changes have on course of human development over the lifespan.
Evaluate and communicate an understanding of cognitive development across the lifespan and identify and describe factors that can influence cognitive development across the lifespan.
Explain the process of social-emotional development across the lifespan and identify and describe factors that can influence social-emotional development across the lifespan.
Identify, describe &/or compare and contrast the age-related changes in how people conceptualize and cope with death, dying and bereavement, and identify and discuss the factors that can cause individual variations in this process.

Required Methods of Assessment:

Required Assessment Method 1: Current Event (two or more connecting theory with current happenings around us.
Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Required Assessment Method 2: Application Projects applying theory to current career path (brochure, newsletter, presentation, poster, etc.
Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Required Assessment Method 3: Written Reflections connecting with the reading, course conversations / content, videos shared, etc.
Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Required Assessment Method 4: Weekly interactive discussion boards REQUIRED for all online and hybrid

course sections.

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Required Assessment Method 5: At least one of the supplemental assessment methods listed below (Instructor's choice)

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: Fulfills outcomes associated with the supplemental assessment method that the instructor chooses as the fourth required assessment method

Supplemental Methods of Assessment:

Supplemental Assessment Method 1: Participation / In-class assignments / activities

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Supplemental Assessment Method 2: Quizzes &/or Exams

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Supplemental Assessment Method 3: Oral or Written Presentation

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Supplemental Assessment Method 4: Research Paper

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Supplemental Assessment Method 5: Socratic Seminar

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Supplemental Assessment Method 6: Group Activity / Project

Course Outcome(s): Using this Assessment Method, instructors will measure a student's ability in the following outcomes: 1, 2, 3, 4, 5, 6, 7

Outline of Topics:

Methods of Assessment

Graded objects:	Points:
Discussion boards	2 @ 50 points each = 100
Current events/Projects	2 @ 100 points each = 200
Exams on assigned readings	4@ 100 points each = 400
Total	700 points

See the **WMCC Grading Scale** ↪ **(https://catalog.wmcc.edu/grading)**

Course Expectations

As an on-line course, students enjoy some flexibility in determining when to submit assigned research papers and take tests. But as detailed in the section of this syllabus that addresses late work, it is obligatory that these graded objects be completed by their respective deadlines. For that reason, it is critically important that students read the course syllabus, all relevant posted announcements, and emails of each weekly unit to avoid the compromise of grade and learning that occurs from succumbing to a "just in time" strategy for submitting course work

- Please see WMCC's **Classroom Etiquette Policy** ⤷ **(https://www.wmcc.edu/academic-resourcesfor-students/#classroometiquette)** and **Appropriate Online Behavior Policy** ⤷ **(https://www.wmcc.edu/academic-resources-for-students/#onlinestudentbehavior)**

In college-level courses, instructors have common expectations of their students: for example, that students have a degree of self-motivation, that students have interest in learning, that students are responsible and respectful, that students possess basic competence in digital technology. The following list includes other common expectations: that students:

- Have access to a computer
- Have access to the internet
- Know how to search for credible information online
- Can compose, send, receive, & reply to emails related to their courses
- Know how to attach files
- Know how to download files
- Can use word processing software
- Participate in in-class activities face to face to receive full credit OR
- Synchronously via Zoom only under special circumstances and only when planned for at least two hours in advance. If you have not received a confirmation before the class from the instructor, do not assume you can participate via Zoom.

Policies

- Please see WMCC's **Academic Integrity and Plagiarism Policy** ⤷ **(https://catalog.wmcc.edu /academic-honesty)**
- Please see WMCC's **Course Drop and Withdrawal Policy** ⤷ **(https://www.wmcc.edu/academicresources-for-students/#coursedrop) (https://catalog.wmcc.edu/academic-honesty)**
- Please see WMCC's **Discrimination Policy** ⤷ **(https://catalog.wmcc.edu/notice-ofnondiscrimination)** and **Title IX Policy** ⤷ **(https://www.wmcc.edu/academic-resources-for-students /#title-ix)**

Participation and Attendance Policy

- Please see WMCC's **Participation and Attendance Policy** ⤷ **(https://catalog.wmcc.edu**

- Please see WMCC's [Cancellation/Delayed Start Classes Policy ↗ (https://www.wmcc.edu/academic-resources-for-students/#cancellation-delayed-start)](https://www.wmcc.edu/academic-resources-for-students/#cancellation-delayed-start)

Communication Policy

Modules will identify assigned research assignments and upcoming tests. They will indicate the due dates for assignments and tests. Students should read those descriptions very carefully, since they contain critically valuable information for successfully addressing each unit's graded objects.

There will be additional announcements posted regularly throughout the term. These announcements will address topics to assist students with other course-related issues or identify "exceptional" events in the courses' progression.

Course distribution-list emails will be sent out, usually once a week, to remind students of unit obligations, and/or issues unique to that week's works.

Emails to individual students will be sent on an as-needed basis.

If a student has issues that cannot be resolved effectively by email, they will be invited to provide a phone number for a follow-up phone conversation.

Grading Policy and Timeframe

Research papers are due by the end of the period in which they are assigned, though they may be submitted earlier within that period. Instructor will explain the grade and provide additional constructive feedback for all submitted papers.

Tests are due within the period for which they are assigned, they will be auto-graded, and scores will appear in the Canvas Gradebook, usually within an hour of submitting a unit test (or its re-take.)

Late Work, Revisions, and Extra Credit Policy

Research papers and tests must be submitted by their latest due date. Students will be reminded to take advantage of the module window for each to minimize the risk of missing the deadlines.

- See WMCC's [Policy for Incomplete Grades ↗ (https://catalog.wmcc.edu/incomplete-grades)](https://catalog.wmcc.edu/incomplete-grades)
- See WMCC's [Grade Reporting Policy ↗ (https://www.wmcc.edu/academic-resources-for-students/#gradereporting)](https://www.wmcc.edu/academic-resources-for-students/#gradereporting)

Support

See WMCC's **[Accessibility Services](https://www.wmcc.edu/academic-resources-for-students/#accessibility)** ⬀ **(https://www.wmcc.edu/academic-resources-for-students /#accessibility)**

See WMCC's **[Counseling Services](https://www.wmcc.edu/academic-resources-for-students/#counseling)** ⬀ **(https://www.wmcc.edu/academic-resources-for-students /#counseling)**

See WMCC's **[Academic Support Services](https://www.wmcc.edu/student-success/)** ⬀**(https://www.wmcc.edu/student-success/)**

See WMCC's **[Services for Student Basic Needs](https://www.wmcc.edu/academic-resources-forstudents/#basicneeds)** ⬀ **(https://www.wmcc.edu/academic-resources-forstudents/#basicneeds)**

Course Timetable

Weekly Timetable

Week	Date	Topic	Assignment	Outcome
1	1/21/2025 to 1/26/2025	examine the theories of human development and critique the methodologies upon which they are based	Required reading: Textbook Ch.1 Introduction to Lifespan Development	1,2
2	1/27/2025 to 2/2/2025	consider how both genetic and environmental influences impact pre-natal development	Required reading: Textbook Ch.2 Heredity, prenatal Development	3

			and Birth Discussion board 1: Introduce yourself and your expectations of this course	
3	2/3/2025 to 2/9/2025	investigate the ways in which genetic and environmental factors influence learning during infancy and early childhood	Test 1: material from Ch.1 &2	4
4	2/10/2025 to 2/16/2025	research how social influences shape development during early childhood	Required reading: Textbook Ch.3 Infancy and Toddlerhood	5,6
5	2/17/2025 to 2/23/2025	assess how parenting styles impact early childhood development	Required reading: Textbook Ch. 4 Early Childhood	6

6	2/24/2025 to 3/2/2025	examine the learning and behavioral issues associated with middle childhood	Required reading: Textbook Ch. 5 Middle and Late Childhood Research paper 1: Genetic and	5,6
			Environmental Foundations of Human Development	
7	3/3/2025 to 3/9/2025	research the evolving concerns of how social influences impact behavior during adolescence	Test 2: material from Ch. 3-5	6
8	3/10/2025 to 3/16/2025	assess the physical, emotional, and intellectual changes that take place in early adulthood	Required reading: Textbook Ch. 6 Adolescence	4

9	3/17/2025 to 3/23/2025	SPRING BREAK consider how health issues may impact psychological development during middle adulthood	Required reading: Textbook Ch. 7 Emerging and Early Adulthood	4
10	3/24/2025 to 3/30/2025	consider the significance of social and cultural expectations in shaping the definition of "midlife"	Required reading; Textbook Ch. 8 Middle Adulthood Research paper 2: Can life Be Extended Indefinitely?	6
11	3/31/2025 to 4/6/2025	research how scientific and medical advances contribute to both longevity and quality of life in late adulthood	Test 3: material from Ch. 6-8	3,7

12	4/7/2025 to 4/13/2025	investigate how extending life expectancy is changing the way people choose to live after reaching traditional retirement age; pay attention to cultural expectations in this regard	Required reading: Textbook Ch. 9 late Adulthood	6,7
13	4/14/2025 to 4/20/2025	reconcile traditional psychological theories with spiritual and cultural traditions in dealing with end-of-life issues	Required reading: Textbook Ch. 10 Death and Dying Discussion board 2: What are your most important course take-aways?	7
14	4/21/2025 to 4/27/2025	within the context of medical, genetic and bio-	Test 4: material from Ch. 9 & 10	4,7
		engineering developments, how long might the human lifespan be extended?		

15	4/28/2025 to 5/4/2025	critically consider what influences how we view the concept of time to the stages of human development	online reading and video to assess the construct of time to life stages development	1,2
16	5/5/2025 to 5/10/2025	considering the possibility of longer human lifespans, re-visit the theories introduced in this course and whether the stages of human development might be redefined	Course wrap-up, final course communications Completion of end-of-course survey is required	2,6