

**NORTHEASTERN TECHNICAL COLLEGE
COURSE OUTLINE**

COURSE:	PREFIX	NO.	EFFECTIVE DATE	NEXT REVIEW DATE
	PSY	203	Fall 2004	Fall 2005
TITLE:			CREDITS	CONTACTS
				CLASS - LAB - TOTAL
Human Growth and Development			3	3 - 0 - 3

PREREQUISITES:

PSY 201 with a grade of "C" or better.

DESCRIPTION:

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

TEXTBOOK(S) OR ALTERNATIVE:

The Developing Person Through The Lifespan, (Sixth Edition).
Kathleen Stassen Berger.

MATERIALS (*specifying those to be purchased by student):

*The student is expected to purchase the Study Guide to accompany the textbook (available in bookstore). Psychology 203 Workbook for video modules, readings and activities is also available in the bookstore.

COLLATERAL READING:

Other readings may be assigned.

CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):

Attendance:

Punctual and regular attendance in all classes is the obligation of every student. Except for college functions, there are no excused absences; therefore, students are urged to reserve their absences for emergencies. When illness or other emergencies cause a student to be absent for a period of time, it is the responsibility of the student to notify the instructor immediately and to make up the work. Sign in sheet tracks attendance. It is your responsibility to sign in each class period. If your name is not on the list, you are considered absent.

Upon enrollment students are required to attend 80% of their classes. Students enrolled in a three (3) credit hour course that meets Monday, Wednesday, and Friday are allowed a maximum of 9 absences for a semester. Classes that meet on Tuesday and Thursday have a maximum of 6 absences. For evening classes that meet once a week, only 3 absences are allowed. After the maximum number of absences has been reached by a student, he/she will be dropped with an "F".

Students enrolled in classes during the summer semester that receive 3 credit hours and meet Monday through Thursday are allowed 8 absences. Summer students enrolled in evening classes that meet once a week are allowed 2 absences.

Tardies:

A student is considered tardy if not in the classroom at the time the teacher begins class instruction. Three (3) tardies constitute one absence.

Academic Discipline and Honesty:

Students are expected to do their own work. All forms of academic dishonesty including, but not limited to cheating on tests, plagiarism, collusion and falsification of information will call for discipline. Dishonesty in the preparation or presentation of work for a course will not be tolerated. Details on Academic Dishonesty are included in the College Catalog on pages 24 and 25.

Classroom Etiquette:

An integral part of education is developing a sense of integrity and responsibility not only toward ourselves but also toward others. In the classroom, as on the job or in your home, exhibiting appropriate behavior reflects on your maturity. Arriving late to class, being unprepared, inappropriate talking while class is in session, etc., reflects negatively on you and your fellow students. Please be considerate. "Students have no right to impinge on the freedom of instructors to teach or the right of students to learn. If a student behaves disruptively in class after the instructor explained the unacceptability of such conduct, the instructor may temporarily dismiss the student from the class and refer the matter to the Vice President for Student Services." Please also note that **no** food or drink is permitted in classrooms.

Electronic Devices in Classroom:

To minimize classroom disruptions and to protect the integrity of testing, activated electronic communication devices such as pagers, beepers, and telephones are not permitted in classrooms at NETC. The only exception is for on-call emergency personnel (police, fire, EMS); these students are required to notify the instructor of their need for such devices with documentation verifying employment. This information must be provided at the beginning of the term or at the beginning of each applicable class session.

Withdrawal from a Course:

If circumstances warrant withdrawing from a course, a grade of "W" will be assigned as long as the student is passing the course at the time of withdrawal and initiates appropriate paperwork by contacting their instructor or advisor. If a student is failing the course and drops after midterm a "WF" will be assigned as outlined on page 34 of the College catalog. The refund policy of the college can be found on pages 15 and 16 of the College catalog.

Disabilities Statement:

Students with disabilities are encouraged to contact the Vice President for Student Services to discuss needs as they pursue an academic program and participate in campus life. The Vice President for Student Services will provide guidance regarding official documentation of disabilities and/or accommodation of needs.

RESOURCES (A-V, persons, tools/equipment):

- (1) Handouts may be used to supplement the class lecture where appropriate.
- (2) Videos will be used.

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

TENTATIVE COURSE OUTLINE

WEEK	TOPIC
1-3	PART I, Beginnings, Chapters 1-4. Introduction to the topic of development, discussion of theories, genetics and prenatal development through birth. Handouts: Syllabus, study sheets for Chapters 1 & 2, General Principles of Development, learner information sheet, assessment of the syllabus, service learning materials (optional) TEST #1, Chapters 1-4
4-5	PART II, The First Two Years Handouts: Study Sheet for Chapters 5-7 TEST #2, Chapters 5-7
6-7	PART III, The Play Years TEST #3, Chapters 8-10
8-9	PART IV, The School Years TEST #4, Chapters 11-13
10-11	PART V, Adolescence TEST #5, Chapters 14-16
12	PART VI, Early Adulthood TEST #6, Chapters 17-19
13	PART VII, Middle Adulthood TEST #7, Chapters 20-22
14-15	PART VIII, Late Adulthood, Epilogue TEST #8, Chapters 23-25, Epilogue

OBJECTIVES OF COURSE: Upon completion of the course, students should be able to do the following:

1. Describe the life span as an ongoing developmental process, or set of processes, involving both continuity and change, including biosocial, cognitive and psychosocial components.
2. Describe the developing person at different periods in the life span.
3. Provide a perspective on the changes that take place during an individual's life, from birth to death.
4. Demonstrate how different theoretical perspectives affect or determine the research and applications that arise from them.
5. Describe objective techniques and skills for observing human behavior.
6. Understand and be able to give examples of the interrelatedness of biosocial, cognitive, and psychosocial development.

COLLEGE-WIDE COMPETENCY:

Demonstrate an awareness of an international perspective to include ethnic/cultural diversity.

INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:

A series of lectures, worksheets and videos will supplement the text. This material will be extensions and applications of text topics. Small group discussions as well as several media components will be included. Students choose to do either the service-learning option or a case study.

EVALUATIVE METHODS TO APPRAISE OBJECTIVES:

There will be a total of eight tests given during the course. Tests will cover the assigned readings, class lectures and media materials. Tests will consist of multiple choice, matching, completion, true or false questions as well as short discussion. There will be no cumulative exam. The service learning or case study component will count twenty-five percent (25%) of the final grade.

There will be no make-up tests! The lowest grade will be dropped. If a test is not taken, this will be the drop grade. Any additional tests that are not taken will receive a zero (0). Tests may be taken early!

GRADING SCALE:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
BELOW 60 = F

PSY 203 HUMAN GROWTH AND DEVELOPMENT

THE SERVICE-LEARNING OPTION

Students in this class may choose to participate in service-learning as part of their activities.

What is service-learning?

Service-learning means providing assistance to people in your community without getting paid, and the service you perform is related to what you are learning in your class. Service-learning gives you an opportunity to make connections between the knowledge and skills learned in the classroom and those that are used to address real problems in a local service agency. Your services will benefit others since you will be doing things that perhaps would not get accomplished at all. This experience will hopefully benefit you also. You may find talents, strengths and interests that you were previously unaware of and this information may help you to plan your career path or to affirm those decisions that you have already made.

Service-learning is also designed to develop student awareness of "responsible citizenship" within the communities. New partnerships emerge between the college and the community that support student achievement and increase community involvement.

Service-Learning Opportunity

(This is an optional opportunity.)

The service-learning option replaces the research component for this course. It will comprise **fifty percent (50%) of your grade** for this course. The time commitment is a **minimum of 20 hours**. You will still be responsible for the reading assignments, attending class and taking tests.

Grading will be based on the following:

- Responsible completion of the service commitment
- Keeping a reflective journal of the service experience
- An analytical paper that integrates the course material with the student's service experience

If interested, you should complete the Application for Service-Learning Opportunity form provided by the instructor and the Student-Agency Agreement form with the agency that has agreed to provide the site for this work experience.