

MARIAN UNIVERSITY

Indianapolis

PSY 220 Human Growth and Development 3 Credits

Semester and Year:

Email: Contact via Canvas email

Required Textbook(s):

Papalia, Diane E., Martorell, Gabriela. (2021) *Experience Human Development: 14th Edition*. Boston: McGraw Hill.

ISBN: 9781260788679

Students are required to purchase the items listed above prior to the start of the course. Look into all of your options - new, used, rental or e-books. If you choose a rental option, be sure to understand the policies and the due dates for the returns. While you have the option to obtain your course materials from any source, ordering from the MU Book Store can be a convenient option. Please note that you can also charge bookstore purchases to your student account or use your MU financial aid if applicable. Visit www.bkstr.com/marianustore/home .

Additional Resources:

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx>

- **Marian University requires all work be completed on a laptop or PC; this includes all exams and quizzes.**

Course Description

This course is designed to provide a basic understanding of the principles and processes of human growth and development. The major theories of developmental change, developmental stages, and current research in the area of human development are studied. Emphasis is placed on the genetic and environmental factors that influence the physical, cognitive, social, and emotional development of individuals throughout the lifespan.

Student Learning Objectives

At the completion of this course, students will be able to:

1. Demonstrate an understanding of major psychological perspectives, theories and terminology used in the field of developmental psychology. (Modules / Exams 1-9)
2. Demonstrate an understanding of psychological research methods and ethical principles related to the study of human development.(Modules/ Exams 1 -2, Final Research Review Essay)
3. Identify and summarize typical developmental changes that occur during each stage of life. (Modules / Exams 3-9, Discussions 1-5)

4. Apply multiple research findings to explain human behavior in both personal and professional contexts. (Discussions 2-5, Final Research review Essay)
5. Explain the complexity of human development as a dynamic process, influenced by multiple factors and resulting from simultaneous interactions on physical, psychological, cognitive and social levels. (Modules / Exams 1, 3-9, Discussions 1-5)
6. Demonstrate an understanding of the role of individual differences in human development and behavior. (Modules/Exams 1, 2-9, Discussions 1-5)
7. Demonstrate the ability to adhere to grammatical conventions, use analytic reasoning and to effectively organize written work consistent with APA writing (Discussions 1-5; Final Research Review essay).

Teaching Strategies

Homework, quizzes, exams.

Assignments & Assessment Methods:

Module Exams

The culmination assessment for each module is the module exam. This 40-item multiple choice exam will be available throughout the week in which the module is assigned. Again, it is highly recommended that students spread out the workload throughout the week and not leave the exams to the weekend.

The exams are open for 60 minutes to allow students to complete the exam. If you take an exam the last day it is open, be sure to allow enough time to get your full 60 minutes. The exams and week's modules will close at 11:59 pm that night.

Each exam is worth 40 points. Exams are computer generated by a process of random selection of questions from the module test banks written specifically for this course.

Important Caution: When a student begins to take a multiple-choice exam, the assessment will be timed. You are allowed 60 minutes to complete the assessment. At the end of that period, the exam will lock, and the student's score will automatically be computed. It is important therefore that students be careful to start these assessments when they are certain that they will have internet access for the full time and will not be interrupted during the assessment.

Discussion Activity

Each week will present a topic for class discussion. Discussion activity can begin as the module opens on Mondays and closes Sunday at 11:59 p.m., Students will need to post their own commentary before they can see replies from other students.

In addition to an original post, students are required to reply to at least two other posts made by fellow students. The original post by a student is worth up to 6 points and replies are worth up to 6 points each giving a total value then of 18 points per discussion.

Discussions are intended to be a weeklong, ongoing activity for the entire class. The discussion in spirit is seen as the online version of the give and take that is so vital and informative in traditional, in-classroom courses. Therefore, each student **MUST** post their original post no later than 11:59 pm on Wednesday each week. Replies to other students can, of course, be made throughout the week once a student has posted on the board. Failure to meet this Wednesday deadline will result in a one-point deduction in the student's grade for that week.

Points on the discussion board are not automatically awarded. The student's efforts on the discussion board must meet several criteria. A student post and reply should reflect their own experiences, ideas,

perspective and position, however, while opinion is encouraged, we want our discussions to be informed by research.

The topics in each discussion are such that some online research added to a student's perspective is required. Full credit will be given when a student does some online research, summarizes it in their post and provides the reference or link so that we can all go and see the material for ourselves.

In any event, each and every week the post and replies should contain content that is relevant, explained in sufficient detail so as to offer clear insight into the student's position on the topic, be supported by research or personal life experience or logic and extends the discussion in that it might stimulate deeper or continued commentary by others.

Research Essay

As you can see from course learning outcomes 1 and 4, we desire that students completing this class have a full appreciation for the research-based nature of the area of psychology relating to human growth and development.

Toward this end, this class includes a student essay on a topic of your own choice that reviews appropriate research and provides the student's own summary and understanding of what that research tells us. You may select any topic that is based upon any material presented in the textbook.

General requirements:

The content of the paper should be of excellent quality and should be internally consistent and effective in putting forth the ideas and information of the paper. It should contain sufficient detail in order to support the specific points being made. In addition, the content should be well organized so that ideas are logically arranged, and transitions are smooth and lead to logical conclusions.

Research Requirements:

The essay should reflect independent student research on the topic chosen and include a minimum of 5 references from reputable professional sources (NO Wikipedia!!). Reputable sources include professional journals and websites from established organizations and government websites. Additional sources from popular press and websites intended for public consumption may be included but do not substitute as reputable professional resources.

Style requirements:

The paper must be written at a college level. This means that word choice, grammar, punctuation mechanics & usage are correct & diplomatic, and are consistent with Standard American English.

The paper must adhere to American Psychological Association (APA) style in the following ways:

The paper must contain an appropriate title page listing the paper title, course for which it was written, the author's identifying information, and date of submission.

Each page of the paper must have a short running heading and page number.

In-text citations fully conform to APA requirements.

The last separate page contains the heading References. It contains a list of all the sources used in writing the paper. The references are listed in alphabetical order and meet APA style requirements. (Note that all in-text citations must be included in the reference section and the reference section should not include references not cited in the paper).

These requirements are all represented in the grading rubric below. As you compose your paper, it is recommended that you refer back to this rubric to be sure that you are doing your very best work. The

essay is worth up to 50 points and will be graded on both content and form.

Useful information:

[PSY 220 Research Essay Suggestions](#) ↓

[PSY 220 Research Paper Sample 1](#) ↓

[PSY 220 Research Paper Sample 2](#) ↓

Grading Scale

The grading scale for this course is (this is course dependent and must be individualized)

Grade scale

Letter Grade	Percentage
A	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	74%
C	70%
D+	65%
D	60%
F	<59.59%

Course Policies:

Late Policy & Due Date Extensions: Acceptance of work submitted past the due date or requests of due date extensions, including exams, may be considered in the event of unforeseen, documented hardships, such as medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing a well as intended are not acceptable excuses.

Exam Retakes: Exams retakes are different than requesting and being granted an extension on an exam. There are no exam retakes allowed in this course. Once you open an exam, you're stating that you have prepared adequately for the exam and you're accepting the results of the exam.

Extra Credit: There is no extra credit in this course.

Plagiarism Statement: Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the Code of Student Rights and Responsibilities under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty:

<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.pdf?sfvrsn=18>

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>
- Plagiarism.org: <https://plagiarism.org/>

- Purdue OWL: <https://owl.purdue.edu/>

Accommodation/Accessibility Statement: Marian University, through policy and practice, is committed to providing equitable access to learning opportunities for all students. If you experience, or anticipate experiencing, barriers to your education due to a disability please contact the Personalized Learning Center by emailing plc@marian.edu or calling **317.955.6540** to start a conversation.

Although a student may request an accommodation at any time, it is best to initiate the accommodation process as early as possible as it may take time to complete the interactive process and accommodations will not be implemented retroactively. If a reasonable accommodation is determined, a Course Accommodation Letter will be created at the Personalized Learning Center for the student to provide to their faculty members with information related to their accommodations. Faculty will not set up disability-related accommodations without a current semester Course Accommodation Letter.

Faculty, Staff or Student questions or concerns regarding the accommodation process can be sent to plc@marian.edu or Mandie Greiwe, agreiwe@marian.edu, Director of the Personalized Learning Center.

Diversity and Inclusivity: Marian's adult and online programs at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of races, ethnicities, religions, sexual orientations, gender identities, ages, disability status, socio-economic backgrounds, political perspectives, cultures, immigration status, and national origins. I am committed to creating a safe, just environment of respect for students, faculty, and staff following our shared Franciscan values. I believe that every individual can improve their skills, learn from their mistakes, and be successful in this course.

Student Handbook

Please refer to the MAP [Student Resources](#) and [Student Support Resources](#) modules for information regarding academic and school of policies including [Services for Students with Disabilities](#)

****Any changes to this syllabi will be communicated to the student.**