Note: This syllabus may be subject to revision with notification

Contact Information

Instructor: Dr. Sarah Peterson
Office: College of Education Room #708
Contact E-mail: We will be using Blackboard email for our primary means of communication; please check your Blackboard email regularly
UTEP E-mail: sepeterson@utep.edu. Use this email in the event that Blackboard is down
Office Hours: On campus 2:00 – 4:00 Tuesday or by appointment; online Thursday 11:00 – 1:00
Office Phone: (915) 747-7639

Course Description

Descriptive analysis of the typical patterns of human physical, social, emotional, moral, intellectual, cognitive, and personality growth and development.

Course Rationale

Professional counselors and educators need to acquire knowledge on the process of human growth and development and thereby understand and appreciate how various internal and external factors can influence this process. This foundational knowledge will help you understand later concepts and dynamics that you will learn in other courses and will help you ultimately to better serve your clients as school, agency, rehabilitation, or marriage and family counselors.

Course Structure

This course uses a variety of online assignments and activities that will help you understand and apply course material. This course utilizes online class discussions, multiple choice exams, experiential learning groups, written assignments, videos, PowerPoint, Blackboard email, course readings, and contextual and cultural materials/experiences that students bring to the online class.
Course Objectives/Student Competencies

*Note: The Domains and Competencies cited after the objectives refer to the Texas School Counselor Certification Standards; these Domains and Competencies apply to students in the School Counseling Track.

1. Understand the major theories relevant to human growth and development and be able to apply them to individuals (Domain I, Competency 001).
2. Understand the different stages of human growth and development to include conception, birth, infancy, early childhood, middle childhood, adolescence, adulthood, aging, and death and dying (Domain I, Competency 001).
3. Examine physical, cognitive, social, emotional, moral, and personality development (Domain I, Competency 001).
4. Develop awareness and understanding of one’s own personal growth and development (Domain I, Competency 001).
5. Understand the characteristics and educational needs of special populations (Domain I, Competency 002).
6. Understand how counselors use research in practice and to understand counseling related research techniques and practices (Domain II, Competency 004).

TEA Standards and Competencies
(These standards apply to the School Counseling Track)

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Competency Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.6</td>
<td>Environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs.</td>
</tr>
<tr>
<td></td>
<td>1.9</td>
<td>The characteristics and educational needs of special populations.</td>
</tr>
<tr>
<td></td>
<td>1.13</td>
<td>Counseling-related research techniques and practices.</td>
</tr>
</tbody>
</table>
Required/Recommended Course Materials

**Required Textbook:**


**ISBN:** 978-0077468712  You can purchase a hard copy of this textbook from the UTEP bookstore or online sources such as Amazon. It is also available at a lower price through McGraw Hill Connect as an [e-book](http://connect.mcgraw-hill.com/class/s_peterson_spring_2014) when you sign up for Connect at:

*Regardless of which version of the text you choose, you must sign up for McGraw Hill Connect because this is where you will complete many of the learning exercises and take exams.*

**Recommended supplemental textbook:**


**ISBN-13:** 978-1433805615

This is the publication style you will use throughout your education and your career in counseling and related fields. The purchase of this text is optional but strongly recommended, as you will be held to the writing standards therein and you will need it for other classes. You are required to use APA style for all papers submitted in this class.

**Required Videos:**

These movies can be purchased or rented from locations such as Blockbuster or similar venues or they can be rented through online sites such as [www.netflix.com](http://www.netflix.com). They can also be purchased through such venues as [amazon.com](http://amazon.com). It is recommended you watch them several times and take detailed notes as you will need to refer to your notes for the assignments associated with the movies.
Online Course Navigation

This course will be accessed through UTEP Blackboard Learn and the McGraw Hill Connect Website. Please look at Course Calendar at the end of this syllabus for a calendar of all assignments and due dates. There are firm due dates for all assignments and activities that must be met. **No late assignments are accepted unless prior arrangements have been made with the instructor before the due date/time or in cases of extreme emergency.**

**Web Site for McGraw Hill Connect**

Many of the assignments for this class will be completed through McGraw Hill Connect. You will need to create an account with McGraw Hill Connect to access material from this site. Go to the following web address and click the “Register now” button:

http://connect.mcgraw-hill.com/class/s_peterson_spring_2014

This is a unique address for:

Human Growth and Development EDPC 5317
Spring 2014 online class

Click on either “How to register with an access code.” or “How to buy access online.” If you wish to have a hard copy of the textbook, purchase the book with the ISBN# above, and you will also get access to McGraw Hill Connect. If you want to purchase the e-book, it also comes with

The movie “The Perks of Being a Wallflower” with Logan Lerman must be viewed for the developmental analysis group paper (see under assignments).

The movie “Erin Brockovich” with Julia Roberts must be viewed for the group online discussions (see under assignments).
access to McGraw Hill Connect. See the syllabus for the assignments that are located on McGraw Hill Connect vs. those that are located on Blackboard.

If you have trouble with registration for McGraw Hill Connect, please contact McGraw Hill Connects Customer Support at http://mpss.mhhe.com/ or call 800-331-5094.

Once you have an account, log in. When you come to the home page for the course, click on the icon that says “Spring 2014.” This will take you to the page that contains the learning exercises you will need to complete. Note that at the top of the page there is a notice that asks you to turn off your pop up blocker. You may not be able to view the learning exercises if you do not turn this off. Just below that notice you will see “Troubleshoot before starting your work. We can check your computer and provide simple fixes.” If you cannot access the learning exercises, this may be a good way to troubleshoot what might be wrong.

Once you have created your McGraw Hill account, you should access the McGraw Hill exercises directly through the weekly course modules in Blackboard. Clicking on them will take you directly to exercises such as “Scientific Method,” “Designing an Experiment,” and “Ethical Dilemmas.” These are the learning exercises you will complete through the McGraw Hill website. Click on the exercise link that you need and it will take you to the learning exercise. Most exercises consist of: (a) a video you will watch and then answer questions from what you have viewed; (b) interactive exercises to help you apply important concepts; or (c) games you will play to test your knowledge of the concepts. Each exercise has points assigned to it based on difficulty level and/or length of time needed to complete the learning exercise. These point totals are listed under the Course Calendar at the end of this syllabus where assignments are listed for each week. The links you see that have an LS are the Learn Smart Study Modules, one for each chapter. In these modules you will find a practice exam for each chapter to help you prepare for the mid-term and final exam, as well as certification and licensure exams. The Learn Smart Study Module for Chapter 1 is required so that you can acquaint yourself with these as a learning resource. The remainder are optional, but are highly recommended as a preparation tool for your exams.

Note that from the assignment page you may also access the E-book by clicking on the LifeSmart icon on the right side next to the picture of the textbook. You can also access the E-book from the Library tab at the top of the page. You do not need a hard copy of the text in order to complete this course and you can access the E-book from anywhere you have computer and Internet access. You can also access the E-book if you bought a hard copy of the book.

When you complete each learning exercise it will automatically be submitted through Blackboard so once you complete it you will be done. If you have difficulty, please contact McGraw Hill at 800-331-5094. They respond more quickly to phone calls than e-mails. They will give you an incident number. E-mail me that you have had a problem and send me the incident number. Then send me their communication with you about how they resolved the problem. If the error is McGraw Hill’s, you will get full points for the assignment. If the error was yours, you will only get the points that you earned. You need to present proof that the error was McGraw Hill’s in order to get full points, hence it is required to forward me the communication you get from them. If McGraw-Hill tells you that it is a technology issue with your computer, it is your responsibility to resolve this issue. You can always get help with your
technology from the UTEP Help Desk. Friends, colleagues, and family members are also a good source of technology help!

**UTEP Blackboard**

You can access Blackboard by logging in to [www.my.utep.edu](http://www.my.utep.edu). It is recommended that you access Blackboard from Firefox or Chrome. Using Internet Explorer creates numerous problems in Blackboard, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER.** Once you log in on the home page, click on the Blackboard link and look for the Human Growth and Development class.

Once you enter the class site, on the left of the page you will see a series of tabs you can click on, which include **Course Content, Announcements, Syllabus, Discussions, Blackboard Email, Technical Support, McGraw – Hill Connect, My Grades, etc.**

**Course Content:** Under this link you will access the weekly modules for the course as well as other materials for the course, including required weekly reading modules, videos, video transcripts, and assignments. In addition, I may post relevant materials that I think will help you master the course content.

**Announcements:** This is where I will send you information during the course, if needed. This tab will have a green asterisk within it if there is a new announcement waiting for you. Click on the tab to receive it.

**Syllabus:** A copy of the syllabus is accessible here. If there are any changes to the syllabus during the semester I will send you an announcement of the change through the announcement tab or Blackboard email and I will also post a new copy of the syllabus that reflects these changes. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. Also, in most cases, I will e-mail each of you a new syllabus through your Blackboard e-mail. You are responsible for using the most recent version of the syllabus. **The syllabus includes a timeline of all course modules, assignments, and exams. I strongly recommend that you print it out and refer to it frequently, especially in the event that Blackboard is down. I also strongly recommend that you input due dates into your own personal calendar, whether it is your phone, a tablet, etc.** One of your first assignments will also require you to send me an email indicating that you have read the syllabus.

**Discussion:** If you have any questions on the course material or procedures, first post your question on the discussion board in Blackboard in the forum “Questions Addressed to the Class.” Often students can help you with issues that you are trying to resolve. If it is a question that only I can answer, put it in the forum entitled “Questions for the Professor.” If you have a personal question concerning your assignments or grades, send me a Blackboard E-mail.

**Blackboard E-Mail:** This is an internal e-mail through Blackboard that will be our primary means of communication. You can contact me or other students in the class via this e-mail. This is by far the best way to contact me because all of our correspondence will be documented and your message won’t get sent to junk mail in my regular UTEP email, which happens very frequently. **You should only use my regular UTEP email (sepeterson@utep.edu) in the event that...**
Blackboard is down. I send you important information and updates via Blackboard Email, so you should check it at least several times each week. When using Blackboard email, make sure you pay attention to whether you are sending the message to just one person or to the whole group. This will avoid embarrassing circumstances where personal messages inadvertently get sent to the whole group.

McGraw-Hill: This will allow you to link directly to McGraw-Hill to complete the learning exercises and access the Learn Smart study modules. You should always connect to McGraw-Hill through your Blackboard menu in order to make sure that your grades get downloaded into Blackboard.

Web Links: I may post links to resources on the Internet that may be of help or of interest to you. Check this often during the semester to view new material. In addition, please pay close attention to the websites recommended in the syllabus in regard to APA style. You MUST use APA style for the paper you submit for this class.

Technical Support: This link has information on how to reach UTEP technical support if you are having difficulty with Blackboard. Please see the customer support info under McGraw Hill in this syllabus or go to the link on the McGraw Hill website if you need assistance with McGraw Hill Connect. UTEP personnel will not be able to help you with McGraw Hill Connect, only Blackboard. If you have a problem with Blackboard, call the UTEP Help Desk at

UTEP HELP DESK
Telephone and Walk-in Support available
Monday-Friday 7AM-8PM
Saturdays 9AM-1PM
Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus 915-747-5257
Email: helpdesk@utep.edu
Location: Library Room 300

If you go to their website at http://admin.utep.edu/Default.aspx?tabid=63402 you can do a live chat with them. The instructions are the same: if you have a problem with Blackboard, contact UTEP and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. You may need to access another computer to finish your assignment. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time. Procrastination is not an accepted excuse for an extension!

Important note: You should not plan to take the exams on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won’t be
able to get back into the exam. If you want to take the exams at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

**Student Evaluation**

*Note: No late assignments will be accepted unless prior arrangements have been made with the instructor. It is YOUR responsibility to honor assignment deadlines. Because this is an online class you can work on your own time schedule and work around your other obligations and most emergencies. Exceptions may be made in extreme emergencies. You know the due dates from the beginning of the semester so procrastination is not an excuse. I strongly recommend that you submit assignments early in case of unexpected problems with technology.*

**McGraw Hill Learning Exercises and Videos**

Some modules have exercises and videos that must be completed through McGraw Hill Connect (see course calendar). Exercises are worth varying points. You should access these exercises directly through the weekly course modules on Blackboard. You will get only one attempt to complete these exercises, so make sure you do your best work. You will be able to get feedback on these exercises one hour after the due date/time. If you have any questions about your grades on these exercises, contact the instructor via Blackboard email.

**Blackboard Exercises**

Some modules have exercises that will be completed on Blackboard. Check your course calendar and weekly modules for clear guidelines on what assignments are on which sites. You should access these exercises directly through the weekly course modules on Blackboard. You will get only one attempt to complete these exercises, so make sure you do your best work. Feedback will consist of the score you earn on these exercises. If you have any questions about your grades on these exercises, contact the instructor via Blackboard email.

**Blackboard Discussion Groups for the film “Erin Brockovich”**

“Erin” groups will use their group discussion board to discuss the film “*Erin Brockovich*.” After specific theories and domains are discussed the group will apply them to the character of Erin (played by Julia Roberts). I will review each group’s discussion after the date it is due and give group feedback to the class regarding your discussions. Make sure you read the feedback carefully because it will be useful for writing your group paper. **Use the terms and concepts of the theory to frame your discussions, and provide specific examples from the movies to support your claims.** These online discussions provide practice for your group paper in which you will analyze another movie character, so I strongly encourage you to use the instructions for the group paper to guide your contributions to the group discussions. For example, in your group paper you will be required to provide evidence that the character is in a specific stage of a developmental theory, as well as evidence for why the character is not in a lower or higher stage. Use these instructions to guide and compose your online contributions. Your discussions will be graded using the rubric below. Total points available for all such discussions in the class is 100 points. You will be graded on the quality and timeliness of your contributions to the discussions and knowledge of the theories using the rubric below. Please notice that in order to receive an A
on the online discussions you must always post your contributions on time, unless prior
arrangements are made. Unexcused late or missing contributions will result in a significantly
lower grade.

These discussions are practice sessions to prepare your “Charlie” group to write the group paper
on the character of Charlie (played by Logan Lerman) in “The Perks of Being a Wallflower.”
Ultimately, these exercises will help you assess a real client’s development in order to tailor
counseling interventions that fit the client’s developmental level.

<table>
<thead>
<tr>
<th>Rubric for Contributions to the Blackboard Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(F) 59 and less</td>
</tr>
<tr>
<td>Student never makes contributions to the discussion or</td>
</tr>
<tr>
<td>provides feedback on others’ contributions; demonstrates</td>
</tr>
<tr>
<td>no knowledge of theory.</td>
</tr>
<tr>
<td>(D) 60 - 69</td>
</tr>
<tr>
<td>Student rarely makes timely contributions to the discussion</td>
</tr>
<tr>
<td>or provides feedback on others’ contributions; demonstrates</td>
</tr>
<tr>
<td>little knowledge of theory.</td>
</tr>
<tr>
<td>(C) 70 - 79</td>
</tr>
<tr>
<td>Student sometimes makes timely contributions to the discussion</td>
</tr>
<tr>
<td>or provides feedback on others’ contributions; demonstrates</td>
</tr>
<tr>
<td>basic knowledge of theory.</td>
</tr>
<tr>
<td>(B) 80 - 89</td>
</tr>
<tr>
<td>Student usually makes timely contributions to the discussion and</td>
</tr>
<tr>
<td>provides thoughtful feedback on others’ contributions; demonstrates</td>
</tr>
<tr>
<td>good knowledge of theory.</td>
</tr>
<tr>
<td>(A) 90 - 100</td>
</tr>
<tr>
<td>Student always makes timely contributions to the discussion and</td>
</tr>
<tr>
<td>provides insightful feedback on others’ contributions; demonstrates</td>
</tr>
<tr>
<td>extensive knowledge of theory.</td>
</tr>
</tbody>
</table>

McGraw Hill Learn Smart Study Modules (Ch. 1 required; remainder are optional but highly recommended)

I strongly recommend that you take advantage of the Learn Smart Study Modules on the
McGraw Hill Connect website to help you study for the mid-term and final exam for this class.
The Learn Smart Study Modules include practice exams that will also help you learn the material
you will need to be successful on your school counseling certification exam (TExES) for school
counselors and the licensure exam (NCE) for community counselors. To acquaint you with these
study modules, you will be required to complete Ch.1; the remaining chapters are optional.

Exams

There will be two multiple choice exams, 75 questions each, one mid-term and one final. Each
exam is worth 750 points or 10 points per question. You will have two hours to complete the
exam through Blackboard. Once you begin the exam you cannot stop the clock so plan to
complete the exam in one sitting. Make sure you have a two hour block of uninterrupted time to
commit to the exam. It is an open book/open note exam, but students who study diligently for the
exams are much more likely to do well on them. Most of the questions ask you to apply
information and concepts to a case scenario. Very few questions just ask you to identify terms.
At the graduate level in the counseling profession, you must know how to apply the theories or concepts to a client. The mid-term exam is on chapters 1-6 and weekly reading modules. The final exam is over chapters 7-13 and all of the reading modules. It is strongly recommended that you take the exam well ahead of the due date and time in case you run into technology problems.

**Developmental Analysis Group Paper (1000 points)**

You will be assigned to groups of approximately 4-5 students who will meet online through the discussion board or in person to work on this paper. You can use the online collaboration tools available to you through Blackboard to simultaneously access and contribute to this paper. You are all expected to contribute equally to this assignment. Each group member will rate all other group members on their contributions, contact with the group, meeting group deadlines, etc. *Your peer evaluations will be taken into consideration as a part of your grade on this paper.* Each group member will be evaluated on his/her section of the paper, not on the group’s work, so if you don’t carry your weight as a group member, it will only be your grade that is affected. Conversely, if you do a great job, but other group members don’t, your grade won’t be negatively affected by their substandard work.

Your group members will need to individually view the movie “The Perks of Being a Wallflower” using one of several options. You can purchase or rent it through a local movie rental establishment (e.g. Blockbuster), or you can rent it through Netflix for a nominal fee. Go to [www.netflix.com](http://www.netflix.com). This assignment asks you to integrate the knowledge you have gained from this course and assess an individual on major areas of human growth and development. It is also a forum to develop your critical thinking skills. The paper might be approximately 20 pages long (but content is more important than length), written in APA style, demonstrate a critical analysis of human growth and development as applied to the movie character Charlie played by Logan Lerman and should be professionally written. Each section of the paper should also include at least three citations to professional sources from outside this class in support of your developmental analysis of the character. *In other words, use information that will help you analyze the character developmentally rather than simply citing a definition or a general statement about the theory. These outside sources should be selected to supplement your knowledge of human growth and development and therefore should provide information that is not available in the textbook or weekly reading modules. These sources should come from professional books, journals or websites ending in .org., .gov., or .edu. Sites ending in .com are not reliable and are not acceptable sources for this paper.*

Your paper should include the following areas of development. Thorough understanding of the theories and content of Human Growth and Development are essential in order to earn a high grade.

**Physical Development:** Assess the physical development of the character Charlie. Find the applicable areas in your text and course work (and from outside sources) to fully describe this area of Charlie’s development. Note things such as height, weight (e.g., is Charlie below average, average, or above average, height/weight proportionate). Note if Charlie has any physical disabilities or any physical deformities. What are your observations about his overall health? In your discussion, compare your observations of Charlie to the developmental characteristics presented in the textbook and course content. How does
Charlie compare to or differ from what is considered “normal” in each of these developmental categories for his age group? Be thorough! Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

**Cognitive Development:** (Use must use Piaget but you can also use any other cognitive theorist you wish to discuss, for example Vygotsky): Gather specific evidence from the movie for Charlie’s cognitive development. Specify the cognitive developmental level that you think best represents Charlie (e.g., sensorimotor, preoperational, concrete operational, formal operational, or post-formal operational). Give at least four correct, in depth examples/reasons for why you think Charlie is at this level of cognitive development. Provide at least two correct in depth reasons as to why Charlie is not in the stage before or after the stage you have chosen. **Note:** Use the specific concepts related to the theory to present your findings (e.g., if you are talking about the concrete level, discuss such concepts as conservation, logical inferences, reversibility, decentration, and so forth). Does Charlie have any obvious cognitive disabilities, learning disabilities, or perceptual disabilities? If there are none, state this fact. What are your observations regarding his intelligence? Information processing abilities? Creativity? In your discussion, compare your observations of Charlie to the developmental characteristics presented in the textbook and course content. How does Charlie compare to or differ from what is considered “normal” in each of these developmental categories? Be thorough! Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

**Psychosocial/Identity/Temperament Development:** (You must address Erikson, Marcia, and temperament but you can use additional theorists if you choose): Specify the stage of Erikson’s psychosocial development at which you assess Charlie. Give at least four correct, in depth examples/reasons for why you think Charlie is at this level of Erikson’s psychosocial development. Provide at least two correct in depth reasons why Charlie is not in the stage before or after the stage you have chosen. What is your assessment regarding Charlie’s progress in the stage you have chosen (e.g., successful or is having difficulties)? Give reasons why you believe this. What is Charlie’s temperament style (e.g. easy, difficult, or slow-to-warm-up)? Give examples of why you think so. How do you believe Charlie would identify himself? Specify Marcia’s identity status in which you identify Charlie. Do you believe it changes over the course of the movie or does he remain in the same one? See textbook and course work for specific areas of psychosocial/personality/temperament development that apply to Charlie. In your discussion, compare your observations of Charlie to the developmental characteristics presented in the textbook and course content. How does Charlie compare to or differ from what is considered “normal” in each of these developmental categories for his age group? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.
Moral Development: (You must use Kohlberg but you can also use other moral theorists you wish to discuss, e.g. Piaget or Gilligan): Specify the stage of Kohlberg’s moral development at which you assess Charlie. Give at least four correct examples/reasons (what Charlie said or did) that supports your assessment. Provide at least two correct in depth reasons as to why Charlie is not in the stage before or after the stage you have chosen. Use the language and concepts of the theory to discuss your findings (see info above under Cognitive Development for an example of this). In your discussion, compare your observations of Charlie to the developmental characteristics presented in the textbook and course content. How did Charlie compare to or differ from what is considered “normal” in each of these developmental categories for his age group? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Biopsychosocial Development: (You must use Bronfenbrenner but you can also use any other biopsychosocial theorists you wish to discuss). Describe Charlie’s microsystems, mesosystems, exosystem, macrosystem, and chronosystem. You must correctly discuss all five systems. How have these systems impacted Charlie’s development? For example, how has Charlie’s cultural background impacted him? How might the historical period of time in which Charlie has lived have impacted him? Use the language and concepts of the theory to discuss your findings (see info under the section on Cognitive Development for an example of this). How does society view people similar to Charlie? What laws might apply that impact Charlie? In your discussion, compare your observations of Charlie to the developmental characteristics presented in the textbook and course content. How did Charlie compare to or differ from what might be considered “normal” in each of his systems? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

You will be checking and submitting your final paper through SafeAssign or Turnitin, a program that checks papers for plagiarism. Your paper must be professionally written and must use APA style to cite references in the text and in the reference list. You do not need to use running heads, abstract, etc. Remember that outside references should provide information not available in your textbook or weekly reading modules, and they should be used in support of your analysis, not simply to offer definitions or ideas that you are not using to analyze Charlie’s development. A grading rubric will be provided to guide you in composing and self-evaluating your paper, based on specific grading criteria. On your paper, indicate which group member had primary responsibility for each section of the paper. Further specific instructions for submission of your paper will be provided.

Course Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGraw Hill Assignments</td>
<td>970 pts</td>
</tr>
<tr>
<td>Blackboard Assignments</td>
<td>228 pts</td>
</tr>
<tr>
<td>Group Discussion on “Erin Brockovich”</td>
<td>100 pts</td>
</tr>
<tr>
<td>Developmental Analysis Group Paper</td>
<td>1000 pts</td>
</tr>
<tr>
<td>Mid-Term exam (75 questions)</td>
<td>750 pts</td>
</tr>
</tbody>
</table>
Final Exam (75 questions) 750 pts
Total 3798 pts

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>3418 - 3798 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>3038 - 3417 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>2659 - 3037 points</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>2279 - 2658 points</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
<td>0 - 2278 points</td>
</tr>
</tbody>
</table>

Note: If you are in the guidance and counseling program you must pass this class with a B or better to progress in the program. This requirement applies to school and community counseling students. Be sure to seek help early and often throughout the semester if you are not averaging a very strong B average. It is too late at the end of the semester to make changes in your study strategies and habits!

Behavioral Expectations for Students:

Class Participation

All assignments are expected to be completed individually unless directly indicated otherwise (e.g., group paper). In order to meet the objectives outlined for this class, the active participation of every student is necessary. You will be expected to participate actively in group activities and post on the discussion board during the semester. Peer evaluations of your contributions will be included in the calculation of your grade.

All assignments must be completed and turned in on time. Students are expected to submit all assignments as scheduled. No assignments are accepted past their due date unless prior arrangements have been made with the instructor. In the case of unexpected emergencies, you must contact me as soon as possible to determine if other arrangements can be made. Blackboard and Connect flag any assignments submitted past the due date and time so make sure you allow yourself plenty of time to submit assignments. It is recommended that you complete all assignments well ahead of the due date/time in case you run into any technology problems. It is highly recommended that if you have problems in completing assignments, get a screen capture to document the issue.

You are expected to read the directions for all assignments and complete the assignment correctly. Just as ignorance of the law does not get you out of a ticket, claimed ignorance of what is expected on assignments will not allow you to redo the assignment. If you have a question, ask me! I usually check my Blackboard e-mail several times daily. There are no dumb or silly questions, so please ask if you are confused. Your assignments will be graded as submitted. You will not be able to redo them or add things that were forgotten, etc. *Proofread your papers carefully and look at the grading rubrics to make sure you covered the criteria upon which you will be graded.* Don’t allow careless mistakes to lower your grade. Use the UTEP Writing Center located in the library if you need help with APA style or in proofing your papers. This is a
free service. You can access this service in person at the UTEP library or online through the library webpage.

I strongly recommend that you check the course site at least several times weekly to keep up in this class. Blackboard email messages will come to your Blackboard, so you will want to check it frequently. Any announcements sent to the entire class may also be made through the announcement feature on Blackboard or through your Blackboard e-mail.

There will be no incompletes offered in this course except in extreme or unusual circumstances.
As an online class, you are responsible for completing all assignments on time.

**Standards for Professional Student Conduct**

You have entered a professional program and therefore it is expected that your behavior will be professional at all times. Students are allowed and encouraged to disagree and have differing viewpoints. All appropriate comments are encouraged! Any classrooms, whether face-to-face or online, are not the place for insulting or insensitive comments, attacks, or venting. Disrespect, prejudice, or hurtful language will not be tolerated. Inappropriate comments and behavior will be subject to disciplinary action up to and including receiving a failing grade in the class.

**Students are expected to write at the graduate level.** Spell check and grammar check can be helpful but they do not correct all errors. It is your responsibility to proof your papers. If you need assistance with proofing your papers, please contact the UTEP Writing Lab (see under useful websites). Upon leaving UTEP you will be expected to prepare client reports and case progress notes. You must write in English at a professional level if you want to be taken seriously in this profession. UTEP has resources available to aid you with professional writing, but it is your responsibility to use those resources.

**Academic honesty is expected of all students.** Academic dishonesty (including, but not limited to, cheating, plagiarism, and collusion) is considered a violation of the UTEP Handbook of Operating Procedures and will not be tolerated. Plagiarism includes: a) failing to cite another’s work when you have used that person’s ideas; b) copying another’s work or just changing a word or two in a passage or phrase (even if you cite it); c) copying another’s work without appropriate quotation citation; or d) copying your own work without appropriate citation. These violations constitute plagiarism whether it is intentional or not. Make sure that your paper does not contain plagiarism (APA Style Manual, Chapter 1, 1.10, pp. 15-16). Even with citations, you cannot just copy and paste information from an article into your paper and call it your own work. See APA style manual for proper ways to cite information. Cheating may involve copying from another student or giving information to another student, or using unauthorized materials during a quiz or test. Collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty will be referred to the Dean of Students for review and possible disciplinary action.

The professor will schedule a conference with any student demonstrating (1) signs or symptoms indicative of the possibility of substance intoxication, (2) symptoms or behaviors associated with a significant mental disorder, (3) significant discriminatory verbalizations and/or behaviors
related to racial, ethnic, gender, age, or sexual orientation issues, and/or (4) any other resistant, inflammatory, and/or inappropriate behaviors or verbalizations, which could impede his/her or any other student’s progress in the course and, which may impair his/her ability to function effectively as a counselor. After considering all options and alternatives, a decision will be made by the professor, who may consult with other departmental faculty and/or the department chair, as to an appropriate course of action to assist the student, to include a determination regarding the student's continued progress in the course and possibly the program. This procedure complies with the Code of Ethics of the American Counseling Association (2005) which requires that “Supervisors (counselor educators) are aware of the limitations of supervisees (students) that might impede performance”; that “Supervisors assist supervisees (students) in securing remedial assistance when needed”, that “They recommend dismissal from training programs… when those supervisees (students) are unable to provide competent professional services”; and that “Supervisors (counselor educators) seek consultation and document their decisions to dismiss or refer supervisees for assistance” (Section F.5.b.). All students enrolled in this course MUST adhere at all times to the 2005 American Counseling Association Code of Ethics.

Behavioral Expectations for the Professor:

1. I will provide you with clear instructions on class expectations (see detailed information in the syllabus).
2. Unless I notify you otherwise, I will check my Blackboard email daily from Monday through Friday and will make every attempt to respond to you within 24 hours. I always check Blackboard email on weekends as well but not as frequently, as I reserve the right to family time.
3. For assignments that require scoring, I will provide graded feedback on your performance in a timely manner, usually within 1 week.
4. You can stay informed about your graded progress in the class and I will make time to discuss your needs. You can view your grades at any time through Blackboard. You are expected to look up your own grades on Blackboard. You can determine grades for yourself by comparing your percentage to the standard grading system of 90-100% = A; 80-89% = B; 70-79% = C and so on. Please contact me if you have any questions or believe that your grade is inaccurately recorded.
5. I will consider reasonable and professional suggestions about improvement of the class and class related activities.
6. Even though this is an online class, I am committed to do all I can to ensure your learning and success in this class. It is your responsibility to contact me if you have questions that can be answered via Blackboard email or to schedule phone or personal conferences.
7. If any changes in the course must be implemented, I will ensure that the class is notified in a timely manner.

Being Successful in an Online Class

Online learning is not a spectator sport. It is everyone’s responsibility to participate fully in order to get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:
• **Ask questions:** There are no silly questions! If you have a question, others probably have the same question. If you do not know the answer, someone else will. Post your question on the Discussion Board under “Questions for the Class,” or “Questions for the Professor.”

• **Support the learning of others:** Offer a fact, article, link, or other item that can help others learn.

• **Be professionally appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

• **Be diplomatic:** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

• **Stay focused:** Stay on topic to increase the efficiency of your learning.

• **Course schedule:** Print out the schedule and keep a copy by your computer in case BB is down or you lose power. I strongly recommend that you also record all due dates in your own personal calendars (phones, iPads, paper calendars – whatever you use to keep track of your life)

• **Use class resources:** Take advantage of all the resources provided to you to succeed in the class. I have listed several helpful websites that will help you with your writing and APA style.

• **Monitor your grades regularly:** Use the gradebook in Blackboard to monitor your grades. If your grade falls below the grade you hope to achieve, you can change your study strategies while there is time to improve. If you wait until the end of the semester, it is too late!

• **Seek help:** If you find that you are not receiving the grades to which you aspire, please contact me or see me during my office hours right away. Again, if you wait until the end of the semester, it is too late!

**Effective Electronic Communication:** It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

• For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand and be substantive in nature, not become personalized. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)
• More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

**Time Management:** The rule of thumb for time planning for a semester-long course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended by American universities. For a 3 credit online course during the regular semester, you should expect to spend 3 hours of “class” time + 9 hours of study and prep time = 12 hours per week. You may not need this amount of time but you should be prepared to devote this amount of time if necessary in order to be successful.

The exercises on Blackboard and McGraw Hill should not take you any longer than the hours you would spend in a face-to-face class per week and many will require less time than that. Just as a lecture in a face-to-face class helps clarify concepts and materials, the readings and exercises you will do on McGraw Hill and Blackboard will help do the same. In addition to these, there is one paper and two exams for this class.

Work steadily toward the assignments for each module rather than trying to complete all of the coursework in a single sitting. Do not leave the assignments for the night or day they are due. This could backfire on you if your computer crashes or freezes or you lose your internet connection. **You are responsible for having access to a working computer to complete all assignments. Leave yourself plenty of time to go to the library or somewhere else if your computer is not working properly.**

**Software Requirements:**

Remember that it is your responsibility as a student in an online class to have the required technology available. Please note that you can now download a Blackboard app for your phone, but you should not depend on this app to complete your work, as it does not allow successful completion of all of the learning activities in the course. It can be useful, however, to gain more frequent access to your Blackboard email which will be our primary means of communication.

Here are the basics, but you may need additional software to view certain videos.

• Adobe® Reader® is free software that allows everyone from business professionals to home users to easily and reliably view, print, and search PDF files using a variety of platforms and devices.

• Microsoft Office® - This product is available at the UTEP Bookstore for about $15.00.

• Email tool with file attachment capability. Please use your Blackboard email. In the event that Blackboard is down, you may use your UTEP e-mail account.
  o If you do not have a UTEP e-mail account, please get one immediately. Here is how:
    • Go to http://newaccount.utep.edu.
Create your account (remember that your date of birth is in the form mm/dd/yyyy: two digits for the month, then day, then year).

After you create your account, you must wait 48 hours, then go back to the site and click on "Check on existing account." Enter your UTEP Student ID Number (e.g. 80XXXXXXX) and date of birth, and you will get your login name and password. Please let one of us know if you have any difficulty. You may also call the UTEP HELP desk at 1-915-747-5257.

The HELP desk hours are given below:
Mon-Fri  7:00am - 8:00pm (Mountain Time)
SAT     9:00am - 1:00pm (Mountain Time)
SUN     CLOSED

Adobe® Flash® Player is free and can allow for viewing of rich media, such as video or audio, within the course.

Microsoft Word: Please note that newer versions of Microsoft word seem to have a default setting that causes the program to put in an extra space between paragraphs. This is not correct for APA style. APA style is what you will use in this class, in the Counseling and Guidance program, and throughout your career in the social sciences. You will have to manually set your spacing so that it is correct for these purposes. Go to the home screen of your Microsoft Word (note Microsoft Word usually opens in the home screen). About midway across the top of the page you will see some icons that allow you to change various settings. Find the one that says “paragraph” and click on the little box in the right hand corner of that tab. Then find where it says “Spacing.” Right below the word “spacing” you’ll see where it says “before” and “after” with some drop down boxes. Set both to zero. Often you’ll see the number 10 in the “after” box, but this is what sets your program to put in an extra space between paragraphs, which is what we don’t want. After you have set both the “before” and “after” to zeros, then find where it says “line spacing” just to the right on the same row. There is a drop down box under this where you can set your line spacing to single space, double space, or multiple space. You should set this to “double space.” This should set you up with what you need to have your paper formatted properly for APA style. If you can’t figure this out call IT or go to the computer lab on campus for help.

Notice of SafeAssign or Turnitin: This course will utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

Copyright Notice: Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Statement for Students with Disabilities: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs accommodations then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the
instructor and/or the director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP.

**Technical Assistance:** UTEP offers complete technical information and help desk support at: [http://issweb.utep.edu/techsupport/](http://issweb.utep.edu/techsupport/).

**Course Schedule Changes:** As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed and I will do so only if it is in your best interest. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and Course Calendar are living documents and can changed!

**Useful Websites:**

- UTEP Library
  [http://libraryweb.utep.edu/](http://libraryweb.utep.edu/)

- UTEP Library Online Resources
  [http://libraryweb.utep.edu/online/](http://libraryweb.utep.edu/online/)

- UTEP Library Introduction to Research Tutorial
  [http://libraryweb.utep.edu/research/](http://libraryweb.utep.edu/research/)

- UTEP Writing Center
  [http://academics.utep.edu/writingcenter](http://academics.utep.edu/writingcenter)

- UTEP Library Distance Education Resources
  [http://libraryweb.utep.edu/services/dist_ed.php](http://libraryweb.utep.edu/services/dist_ed.php)

- How to Outline a Research Paper
  [http://faculty.plattsburgh.edu/michael.morales/psy304_research%20paper.html](http://faculty.plattsburgh.edu/michael.morales/psy304_research%20paper.html)

- The Owl at Purdue: Free Writing Help
  [http://owl.english.purdue.edu/owl/resource/544/01](http://owl.english.purdue.edu/owl/resource/544/01)

- The Basics of APA Style

- APA Style Help
Note: All assignments are due by 11:59 pm on the day they are listed due. No exceptions unless prior arrangements have been made with the instructor or in cases of emergency, which must be documented!
## Course Schedule

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Assessments of Student Learning</th>
<th>Reading Assignment (Note: These readings will be covered on the exam)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Course</td>
<td>1/21 – 1/26</td>
<td></td>
<td></td>
<td>Students get oriented to Blackboard Learn and register for McGraw Hill Connect (see instructions in syllabus). Explore and navigate both sites to get familiar with outlay of course.</td>
<td>NOTE: Our modules will run from Monday at midnight (12:00 AM) through Sunday at 11:59 PM. Assignments will always be due on Sundays at 11:59 PM (one minute before midnight). Interim due dates are indicated below for posting on the discussion boards and responding to others’ posts</td>
</tr>
</tbody>
</table>

- **Introduction Assignment and Responses (20 points):** Write an introductory message on the Blackboard discussion board to introduce yourself to the class (due Thursday 1/23 at 11:59 PM) and respond to at least two students’ self-introductory posts (due Sunday 1/26 at 11:59 PM)

- **Syllabus/Blackboard Email/Screen Capture Assignment (20 points):** Follow these instructions carefully in order to get the full 20 points!

  Go to one of the pages in our Blackboard course site. Take a screen capture of the page and send it to me as an attachment in a Blackboard email. You can find Blackboard email in the menu on the left side of your EDPC 5317 course page in Blackboard (not your general Blackboard page). If you don’t know how to take a screen capture, you can Google the instructions, but usually the following works: Press ALT then "PRTSC” key in upper right corner of your keyboard. Open up a blank word document, paste the image and save.

  To send me the email, click on “Create Message”, click on“TO” under “Recipients.” Scroll down to my name, click on it, and click on the right arrow to move it to the recipient box. In the subject box of the email message type “Syllabus and Screen Capture.” In the message box, type the following:

  “I have read the syllabus and I have no questions at this time,”

  OR

  “I have read the syllabus and I have the following questions: (list the questions).”
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics</th>
<th>Numbers</th>
<th>Graded Learning Exercises</th>
<th>Blackboard Reading</th>
<th>McGraw Hill Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>1/27 – 2/02</td>
<td>Introduction to Life Span Human Development: How and why (by what methods) we study human development; How traditional views of development have differed throughout history; The importance and role of culture and biopsychosocial interaction on development</td>
<td>Number 6</td>
<td>Graded Learning Exercises: Scientific Method; Designing an Experiment; Ethical Dilemma</td>
<td>Blackboard Reading Module 1</td>
<td>McGraw Hill Exercises: Scientific Method 50 pts Designing an Experiment 40 pts Ethical Dilemmas 50 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>McGraw Hill LearnSmart Study Module Chapter 1 20 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blackboard: No assignments are due on Blackboard for Module 1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Watch the movie “Erin Brockovich” for group discussion next module</td>
</tr>
<tr>
<td>Module 2</td>
<td>2/03 - 2/09</td>
<td>Theories of Development: Psychoanalytic Theories Cognitive Theories Behavioral Theories Bioecological Model</td>
<td>Numbers 1, 3, 4, 6</td>
<td>Group Experiential Paper and Discussion Mid-Term Exam</td>
<td>Blackboard Reading Module 2 Life Smart Ch. 2</td>
<td>McGraw Hill Exercise: Conservation 50 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blackboard: Piaget’s Cognitive Development. Complete the matching exercise 20 pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group Discussion Board for Erin in the movie “Erin Brockovich”: Groups should discuss Piaget in relationship to the character Erin (played by Julia Roberts). Discuss the stage of Piaget’s Cognitive Theory you think applies to Erin. Use terms and concepts of the theory to frame your discussion. Give specific reasons why you think she is in a stage, as well as reasons why she is not in a lower or higher stage. All discussions will be graded on the quality of your contribution to the discussion and demonstration of theoretical knowledge. Post your own contribution and respond to at least one other group member’s initial post. Your first post on Piaget must be completed by Thursday 2/06 at 11:59 PM so that group members can comment on others’ posts. Your response to at least one other group member must be completed by Sunday 2/09 at 11:59 PM.</td>
</tr>
<tr>
<td>Module 3</td>
<td>2/10 – 2/16</td>
<td>Pregnancy and Prenatal Development: Biological basis of development; Hereditary disorders; Fertilization process Fertility issues</td>
<td>Numbers 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercises Prenatal Development Group Experiential</td>
<td>Blackboard Reading Module 3 Life Smart Ch. 3</td>
<td>McGraw Hill Exercises: Prenatal Development 160 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blackboard Group Discussion on Erin: Groups discuss Bronfenbrenner’s theory in relationship to the character Erin. Discuss her various systems. Use the terms and concepts of the theory to frame your discussion. Post your own contribution and respond to at least one other group member’s post. Your</td>
</tr>
<tr>
<td>Module 4</td>
<td>Birth and the Newborn Child:</td>
<td>Numbers 2, 3, 4, 5, 6</td>
<td>Group Experiential Paper</td>
<td>Blackboard Reading Module 4</td>
<td>McGraw Hill Exercises: Milestone: Expression and Diminishment of Neonatal Reflexes 10 pts Erikson’s Stages of Development 40 pts Blackboard: Erikson Quiz 20 points. “Perks of Being a Wallflower” Groups: Group assignments will be posted to Blackboard. Contact group members via e-mail or discussion board to get acquainted for the group paper you will write together. Watch the movie “Perks of Being a Wallflower” and prepare to discuss in the next few weeks.</td>
<td>2/17 – 2/23</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>Infancy:</td>
<td>Numbers 1, 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercises: Structure of Neurons; Object Permanence; Development of Attachment Group Experiential Paper and Discussion Mid-Term Exam</td>
<td>Blackboard Reading Module 5 LifeSmart Ch. 5</td>
<td>McGraw Hill Exercises: Milestones: Sensory-Motor 8-22 10 pts Object Permanence 10 pts Emergence of Language 10 – 15 Months 10 pts Emotional Expression 2 Weeks – 36 Months 10 pts Blackboard: Attachment Theory, videos and questions 50 points Blackboard Group Discussion on Erin: Groups discuss Erikson’s theory in relationship to the character Erin. Discuss the stage of Erikson’s Psychosocial Theory you think applies to Erin. Use the terms and concepts of the theory to frame your discussion. Post your own contribution and respond to at least one other group member’s post. Your first post on Erikson must be completed by Thursday 2/27 at 11:59 PM so that your group members can comment on others’ posts. Your response to at least one other group member must be completed by Sunday 3/02 at 11:59 PM.</td>
<td>2/24 – 3/02</td>
</tr>
</tbody>
</table>

**Prenatal development**
- Prenatal testing
- Critical Interactions: Biology and environmental influences on development

**Mid-Term Exam**
First post on Bronfenbrenner must be completed by Thursday 2/13 at 11:59 PM so that your group members can comment on others’ posts. Your response to at least one other group member must be completed by Sunday 2/16 at 11:59 PM.

**Paper and Discussion**
- Mid-Term Exam

**Module 4**
- Birth and the Newborn Child:
  - The birth process
  - Stages in labor and delivery
  - Methods of childbirth
  - Complications and interventions
  - Characteristics of neonates
  - Postpartum adjustment

**Module 5**
- Infancy:
  - Physical development in infancy
  - Neonatal problems
  - Perceptual development
  - Cognitive development
  - Piaget’s Cognitive Theory
  - Language development
  - Vygotsky’s Stages of Language Dev.
  - Social and emotional development
  - Attachment
  - Temperament

**Module 6**
- Early Childhood:
  - Physical and motor development
<table>
<thead>
<tr>
<th>Cognitive development</th>
<th>Conservation</th>
<th>Life Smart Ch. 6</th>
<th>Types of Play 10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piaget’s Cognitive Development</td>
<td>Scaffolding</td>
<td></td>
<td>Kohlberg’s Moral Reasoning 50 pts</td>
</tr>
<tr>
<td>Vygotsky’s Theory Information</td>
<td>Friendship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Mind Processing Theory</td>
<td>Types of Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>Friendship</td>
<td>Types of Play</td>
<td></td>
</tr>
<tr>
<td>Approaches to early childhood education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The development of a sense of self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theories of Gender Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The importance of play</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exams:**
- Mid-Term Exam
- Life Smart Ch. 6

**Group Experiential Paper and Discussion**

**Blackboard:**
- Kohlberg’s Moral Development Quiz 20 pts
- Kohlberg’s Moral Reasoning 50 pts

**Charlie Groups:** Begin to write paper on Charlie in “Perks of Being a Wallflower”

<table>
<thead>
<tr>
<th>3/10 – 3/14</th>
<th>Spring Break</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3/17 – 3/23</th>
<th>Mid-term exam</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module 7</th>
<th>Middle Childhood:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/24 – 3/30</td>
<td>Physical development</td>
</tr>
<tr>
<td></td>
<td>Cognitive development</td>
</tr>
<tr>
<td></td>
<td>Piaget’s Cognitive Development</td>
</tr>
<tr>
<td></td>
<td>Gardner’s Multiple Intelligences</td>
</tr>
<tr>
<td></td>
<td>Sternberg’s Triarchic Theory</td>
</tr>
<tr>
<td></td>
<td>Critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td>Moral development</td>
</tr>
<tr>
<td></td>
<td>Piaget’s Moral Theory</td>
</tr>
<tr>
<td></td>
<td>Kohlberg’s Theory</td>
</tr>
<tr>
<td></td>
<td>Gilligan’s Ethics of Care</td>
</tr>
<tr>
<td></td>
<td>Language development</td>
</tr>
<tr>
<td></td>
<td>Theories of reading acquisition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Graded Learning Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>Gardner’s Multiple Intelligences</td>
</tr>
<tr>
<td></td>
<td>Group Experiential Paper and Discussion</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Blackboard Reading Module 7**

**Exams:**
- Blackboard: Life Smart Ch. 7

**McGraw Hill Exercises:**
- Structure of Neurons 60 pts

**Blackboard:**
- Brain and Physical Development
- (Reading only, but material will be on the exam so be sure to read). No assignments are due on Blackboard for Module Seven.

**Blackboard Group Discussion on Erin:** Groups discuss Kohlberg’s theory in relationship to the character. Discuss the stage of Kohlberg’s Moral Theory you think applies to Erin. Use the terms and concepts of the theory to frame your discussion. Post your own contribution and respond to at least one other group member’s post. Your first post on Kohlberg must be completed by Thursday 3/27 at 11:59 PM so that your group members can comment on others’ posts. Your response to at least one other group member must be completed by Sunday 3/30 at 11:59 PM.

Due by 11:59 pm 10/20

This is an open book/open note exam. You will have two hours to complete it. Once you start, the 2-hour clock starts ticking. You cannot stop this exam and go back to it. You must finish this exam in one sitting. You must study if you want to do well on this exam!

**Charlie Groups:** Continue to write paper on Charlie
<table>
<thead>
<tr>
<th>Module 8</th>
<th>Adolescence: Physical development Cognitive development Piaget’s Cognitive Theory Information Processing Theory Identity in adolescence Erikson’s Psychosocial Theory Marcia’s Identity Status Theory Hill’s Biopsychosocial Theory Social development Sexual identity Mental health issues</th>
<th>Numbers 1, 2, 3, 4, 5, 6</th>
<th>Graded Learning Exercise: Suicide Risk Factors Group Experiential Paper and Discussion Final Exam</th>
<th>Blackboard Reading Module 8 Life Smart Ch. 8</th>
<th>McGraw Hill Exercises: Gardner’s Multiple Intelligences 50 pts Suicide Risk Factors 50 pts Blackboard: Theories of Intelligence (Reading only, but material will be on the exam so be sure to read). No assignments are due on Blackboard for Module Eight. Charlie Groups: Groups finalize paper on Charlie—it is due on 4/20. Submit draft of Charlie paper if you wish to get a SafeAssign score and feedback before submitting the final paper by 4/20.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 9</td>
<td>Early Adulthood: Physical development Cognitive development Piaget’s Cognitive Theory Gender and sexuality Social development Levinson’s Theory of Individuation Erikson’s Psychosocial Theory Sternberg’s Theory of Love Fromm: Validation Theory Marriage and the family</td>
<td>Number 1, 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercise: Mate Selection Group Experiential Paper and Discussion Final Exam</td>
<td>Blackboard Reading Module 9</td>
<td>McGraw Hill Exercises: Mate Selection 60 pts Blackboard: Classical Conditioning Matching Questions 8 pts</td>
</tr>
<tr>
<td>Module 10</td>
<td>Middle Adulthood: Physical development Cognitive development Information Processing Theory Social Development Levinson’s Seasons of Life</td>
<td>Numbers 1, 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercises: Working Memory; Trait Theory of Personality Group</td>
<td>Blackboard Reading Module 10 Life Smart Ch. 10</td>
<td>McGraw Hill Exercises: Working Memory 50 pts Trait Theory of Personality 60 pts Positive Psychology 50 pts Blackboard: Operant Conditioning Matching 5 pts Reinforcement/Punishment 15 pts Group Paper is Due by 4/20 at 11:59 PM.</td>
</tr>
<tr>
<td>Module 11</td>
<td>Late Adulthood:</td>
<td>Numbers 1, 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercise: Attitudes Toward Aging Group Experiential Paper and Discussion Final Exam</td>
<td>Blackboard Reading Module 11 Life Smart Ch. 11</td>
<td>McGraw Hill Exercises: Attitudes Toward Aging 50 pts Blackboard: Social Learning Theory (Reading only, but material will be on the exam so be sure to read). No assignments are due on Blackboard for Module eleven.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4/21 - 4/27</td>
<td>Physiological theories of aging Physical development Cognitive development Social development Erikson’s psychosocial development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 12</td>
<td>Dying and Spirituality:</td>
<td>Numbers 1, 2, 3, 4, 5, 6</td>
<td>Graded Learning Exercise: Cultural Beliefs About Death and Dying Group Experiential Paper and Discussion Final Exam</td>
<td>Blackboard Reading Module 12 Life Smart Ch. 12</td>
<td>McGraw Hill Exercises: None Blackboard: Cultural Beliefs about Death and Dying: Native American, Judaism, African American, Islam, Buddhist, and Mexican 50 pts</td>
</tr>
<tr>
<td>Module 13</td>
<td>Lifespan Development in Action:</td>
<td>Numbers 1, 6</td>
<td>Final Exam</td>
<td>Blackboard Reading Module 13 Life Smart Ch. 13</td>
<td>McGraw Hill Exercises: None Blackboard: A Final Word (Reading only, but material will be on the exam so be sure to read). No assignments are due on Blackboard for Module thirteen.</td>
</tr>
<tr>
<td>5/05 – 5/08</td>
<td>Putting theory into practice Current concerns and controversies How history informs change Advocacy Legislation and lifespan development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Due</td>
<td>Final Exam (75 Questions)</td>
<td></td>
<td></td>
<td></td>
<td>Due by 5/11 at 11:59 pm This is an open book/open note exam. You will have two hours to complete it. Once you start the 2-hour clock starts ticking. You cannot stop this exam and go back to it. You must finish this exam in one sitting. You must study if you want to do well on this exam!</td>
</tr>
</tbody>
</table>