



THE UNIVERSITY OF TEXAS AT EL PASO

College of Education
Educational Psychology and Special Services

EDPC 5317
Human Growth and Development
Spring 2018

Note: This syllabus may be subject to revision with notification

Contact Information

Instructor: Dr. Sarah Peterson
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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 only in the event that Blackboard is down
Office Hours: Tuesday 2:00 – 3:30 online; Wednesday 2:00 – 3:00 on campus; or by appointment
Office Phone: (915) 747-7639 (NOTE: If you call and I don't answer, please leave a message. I will receive an email with a recording of your message, so if I am working at home I will still receive your message.)

Course Description

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

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

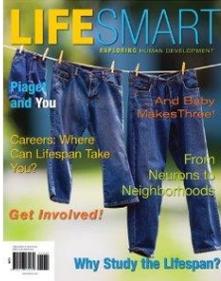
This course uses a variety of online assignments and activities that will help you understand and apply course material. These include online class discussions, multiple choice exams, experiential learning groups, written assignments, videos, Blackboard email, course readings, and contextual and cultural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

Course Objectives/Student Competencies

Objective	CACREP Standard	TEXES School Counselor	Learning Activity	Outcome Measure
Goal: Section II F. 3. The goal is for students to understand human development and factors that influence development across the lifespan.				
Objective 1. Understand the major theories relevant to human growth and development and be able to apply them to individuals and families	F 3 a	Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 2. Understand the different stages of human growth and development across the lifespan	F 3a, e	Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 3. Understand normal physical, cognitive, social, emotional, moral, and personality development	F 3c	Domain I: Competency 1.1	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams
Objective 4. Understand theories of learning as they apply to lifespan development	F 3b	Domain I: Competency 1.5 Domain I: Competency 3.1, 3.3	Online learning activities, reading	Mid-term and final exams
Objective 5. Understand factors that affect human development, functioning, and behavior including individual, biological, neurological, physiological, systemic, spiritual, and environmental factors	F 3e	Domain I: Competency 1.3 Domain I: Competency 3.1, 3.3	Online learning activities, reading, case study activities, group discussions	Mid-term and final exams; developmental analysis paper
Objective 6. Develop awareness and understanding of one's own personal growth and development		Domain I: Competency 001		

Required/Recommended Course Materials

Required Textbook:

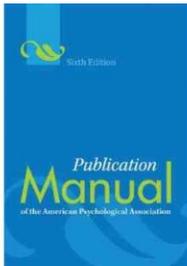


Fiore, L. B. (2011). *LifeSmart: Exploring human development, 1st ed.* New York, NY: McGraw Hill.

ISBN: 978-0077468712 You must obtain a paper copy of this textbook from the UTEP bookstore or online sources such as Amazon. This is required because it will have a code to sign up for McGraw Hill Connect where you will complete many of the learning exercises. Although the **e-book** is cheaper, you will not have access to it when you take the open book midterm and final exams through the Respondus Lockdown Browser (see also under exams on p. 10).

Regardless of where you obtain the text, you must get a version that has a code to sign up for McGraw Hill Connect because this is where you will complete a majority of the learning exercises. Used textbooks will not have this code.

Recommended supplemental textbook:



American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th ed.* Washington DC: American Psychological Association

ISBN-13: 978-1433805615

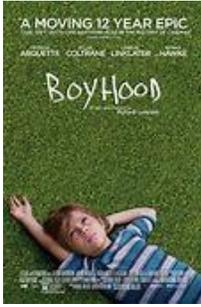
This is the publication style you will use throughout your education and your career in counseling and related fields. The purchase of this text is optional but strongly recommended, as you will be held to the writing standards and you will need it for other classes. You are required to use APA style 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. They can also be purchased through such venues as amazon.com. It is recommended you watch them several times and take detailed notes as you will need to refer to your notes for course assignments.



The movie “Erin Brockovich” with Julia Roberts must be viewed for the online group discussions (see under assignments)



The movie “Boyhood” with Ellar Coltrane must be viewed for the developmental analysis paper (see under assignments).

Online Course Navigation

This course will be accessed through UTEP **Blackboard Learn**. Please look at *Course Calendar* at the end of this syllabus for a calendar of all assignments and due dates. These 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 emergency, communicated as soon as possible.**

McGraw Hill Connect

Most 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 this material. Go to the following web address and click the “Register now” button.

<http://connect.mheducation.com/class/s-peterson-edpc-5317-spring-2018>

Student Registration for Connect through Blackboard

- Sign into your school's Blackboard.
- Go to your instructor's course.
- Go to the "Tools" menu.
- Click on the "McGraw-Hill Education" link.
- Below "My Connect Section", click **Go to My Connect Section**.
- Follow the on-screen instructions to register.

Purchase the textbook with the ISBN# above. Make sure you are buying a book that allows you to also get access to McGraw Hill Connect. For example, you should not purchase a used copy because you will not be able to get access to Connect. Although the e-book also comes with access to McGraw Hill Connect, you would not have access to it for the exams.

If you have trouble with registration for McGraw Hill Connect, please contact McGraw Hill Connect 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 2018.*” This will take you to the page that contains the learning exercises you will need to complete. Note 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 can access the McGraw Hill exercises directly through the course folders 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 one of the following: (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. After the first McGraw Hill exercise, Scientific Method, check your “My Grades” in Blackboard to see if you can see your score. If you cannot see it, then McGraw Hill is not communicating with Blackboard and you will probably need to contact them. You will probably need to wait until at least one hour after the due date to see your grade.

At the end of each weekly course module in Blackboard, you will see a link that has an **LS**. These are the extra credit **Learn Smart Study Modules**, one for each chapter. In these modules you will find practice questions 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 Modules are **not required** but are highly recommended as a preparation tool for your exams. Students in previous semesters who have completed the modules have scored higher on the exams. In order to encourage completion of the Learn Smart modules, you will receive 5 extra credit points for each chapter in which you complete the Learn Smart Study Module. Each chapter must be 100% completed in order to earn the extra credit; no credit will be given for partial completion of a chapter. Learn Smart modules for Chapters 1 – 6 must be completed before you submit the mid-term exam and Chapters 7 – 13 must be completed before you submit the final exam in order to earn extra credit. (Note that Blackboard indicates the due dates/times as 10:00 PM the night that the exam is due; however, your personal due dates/times are **before** you take the exam).

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 if you find it more convenient for completing your assignments.

When you complete each McGraw Hill 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. Send me a Blackboard E-mail 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. Remember that friends, colleagues, and family members are also a good source of technology help! Occasionally McGraw Hill keys the wrong answers to their exercises, so if you feel there is an error, please let me know. If they have scored a question wrong I will adjust your point totals.

UTEP Blackboard

You can access Blackboard by logging in to 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. These are organized into three groups: Course Content, Communication Tools, and Help.

Course Folders: Under this link you will access materials for the course, including required reading modules, videos, video transcripts, assignments, and exams.

Are you Ready for Online? This link is made available by Blackboard Central at UTEP and will provide a lot of useful information for you, especially if you are not familiar with online courses. Be sure to take time to use this resource.

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. You are responsible for using the most recent version of the syllabus. *The syllabus includes a timeline of all course folders, 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. Do not rely on Blackboard to notify you of due dates because I have found it to be unreliable.* One of your first assignments will also require you to send me a Blackboard email indicating that you have read and understand the syllabus. **If you don't understand something, you should ask, because sending me this message becomes a contract between us that you understand the syllabus.**

McGraw-Hill Connect: This will allow you to link directly to McGraw-Hill to complete the learning exercises and access the Learn Smart study modules. However, I recommend that you connect to the McGraw-Hill exercises directly from the weekly course folders in order to make sure that your grades get downloaded into Blackboard.

Announcements: This is where I will send you important 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.

Blackboard E-Mail: This is an internal e-mail system 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) if Blackboard is down.** I will 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. Please note that you can use the free Blackboard phone app to make the Blackboard email more readily accessible by phone, but you should NOT use the phone app to submit assignments because it has been unreliable for some students.

Discussions: If you have any questions on the course material or procedures, you can post your question on the discussion board in Blackboard in the forum "*Questions About the Class.*" This is especially helpful if you think your classmates might have the same question, because everyone can see my response. If you have a personal question concerning your assignments or grades, send me a Blackboard E-mail. You will also go to the Discussion tab to participate in required discussions (Introductions and Erin groups), as well as optional discussion boards for Mason groups to communicate.

My Grades: This is where you can keep track of your grades. I recommend that you check it frequently in case there are any discrepancies. It is important to monitor your grades so that you can seek help if you are not maintaining at least a B average. **Please note: I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your own grades as the semester progresses, and contact the instructor if you see discrepancies!**

Web Links: You can go here to access websites on APA style. You MUST use APA style for the paper you submit for this class as well as all counseling classes. I may also post links to other resources on the Internet that may be of help or of interest to you. Check this often during the semester to view new material.

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-Thursday 7 AM - 9 PM

Friday 7 AM – 8 PM

Saturdays 9 AM – 2 PM

Sundays 12 PM – 5 PM

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

You can also go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402> to do a live chat. 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 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 and you will not get credit. Procrastination is not an accepted excuse for an extension! However, if this happens, you should contact the instructor immediately to explain what happened. You should not plan to take 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: You will not get credit for late assignments unless prior arrangements have been made with the instructor, or in case of emergency, or in case of instructor error. It is YOUR professional responsibility to honor assignment deadlines and communicate with your instructor in the event that deadlines cannot be honored. Because this is an online class you can work on your own time schedule and work around your other obligations and most emergencies. Exceptions will be made for emergencies IF you contact the instructor as soon as possible. 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

Most folders have McGraw Hill Connect exercises and videos. These exercises are worth varying points and can be accessed these exercises directly through the weekly course folders on Blackboard or by clicking on the McGraw Hill link. **You will get only one attempt to complete these exercises, so make sure you do your best work.** You may work ahead on all assignments, but the **feedback on objective questions will not appear until one hour after the due date/time. Instructor scoring and feedback on short answer/essay questions will be provided only after the due date and time, usually within one week of the due date, even if you work ahead.** This policy is in place because it is not fair for other students in the class to have access to feedback from their classmates before they complete their assignments. If you have any questions about your grades on these exercises, contact the instructor via Blackboard email.

Blackboard Exercises

Some Blackboard assignments are accessed directly through the weekly course folders. You will get only one attempt to complete these exercises, so make sure you do your best work. **Feedback on BB quizzes will consist only of the score you earn on these exercises.** However, if you have questions about your grades or quiz questions, please make note of them and contact the instructor for explanation and clarification.

Blackboard Discussion Groups for the film “Erin Brockovich”

“Erin” groups will use their group discussion board to discuss the film “*Erin Brockovich*.” I will assign Erin groups when enrollment in the class is stabilized. After specific theories are discussed the group will apply them to the character of Erin. I will review each group’s discussion after the due date and give group feedback to the class as a whole regarding your discussions. You can find my feedback on the discussion board titled “Dr. Peterson’s Group Feedback on Movie Discussions.” **Make sure you read the feedback carefully because it will be useful for writing your developmental analysis 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 developmental analysis 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 post your contributions on time unless prior arrangements are made. If you don’t post on time, your contributions don’t become part of the professional conversation.

These discussions are practice sessions to prepare your “Mason” group to write the group paper on the character of Mason (played by Logan Lerman) in “*Boyhood*.” 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.

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

McGraw Hill Learn Smart Study Modules (optional but highly recommended; 5 points extra credit for completing each chapter 1-6 before the mid-term and chapter 7-13 before the final exam; 65 points total)

I strongly recommend that you take advantage of the McGraw Hill Learn Smart Study Modules to help you study for the mid-term and final exam for this class. The Learn Smart Study Modules are practice questions that will also help you learn the material you will need to be successful on your comprehensive, certification, and/or licensing exams. A recent meta-analysis of research studies has confirmed that practice tests are the most beneficial study strategy for test preparation (Adesope, Trevisan, & Sundararajan, 2017) You can access these practice exams at the end of each course module – you will see an icon that has an LS. You will see the scores from these modules in your grade center, and they are factored into your total grade points and percentage as extra credit points once. Please note that these **MUST** be completed before you take each exam (Ch. 1 – 6 before the midterm and Ch. 7 – 13 before the final). Blackboard will show the due dates as 10:00 PM on the evening that the exam is due, because I can only set one due date in Blackboard, but you will **only** receive extra credit if you complete them **before** taking the exam.

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 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 because late exams will not be accepted unless prior arrangements have been made or in the case of a documented emergency.

You will take your exams through Respondus Lockdown Browser, which is software to prevent plagiarism. If you use your own computer you will need a webcam, or you can take the exam on campus at any computer lab. Make sure to download and deploy Respondus lockdown browser in advance of the exam, so you can get familiar with how it works. You will download it from the UTEP Bb site once you log in with your credentials. More information on Respondus Lockdown Browser will be provided as the semester progresses.

Developmental Analysis Group Paper (1000 points)

This paper combines the best aspects of collaborative and individual learning. Because you are preparing to become human service professionals, it is imperative that each of you can use your knowledge of human growth and development to analyze and understand the developmental

characteristics of those you will serve. Therefore, I must be able to judge your competence in doing so. To that end, each of you will individually take the lead in analyzing one major aspect of development in a movie character. In addition to the individual effort, there are also important benefits in working and learning from others to gain insights into professional collaboration and understanding all major areas of development. To that end, you will collaborate with a group of team members to accomplish the group goal of thoroughly analyzing a movie character in all major aspects of development. You will do so by engaging in group planning and dividing up responsibilities, supporting the learning of classmates by providing thorough and constructive feedback on each of their sections of the paper, and by dividing up responsibilities for compiling the individual portions of the paper into one complete professional paper in which you thoroughly analyze the growth and development of the movie character.

To accomplish these goals, you will be assigned to groups of approximately 4 students who will meet virtually and/or in person to work on this paper. You are expected to contribute equally to this assignment. Each group member will rate others 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 (see rubric below).*** Your group will submit one paper, but each group member will be evaluated individually on his/her section of the paper, so if you do not carry your weight as a group member, it will only affect your own grade. Conversely, if you do a great job, but other group members do not, your grade won't be negatively affected by their substandard work. **Please note that if you are in a group of 5 students, you must check with the instructor to get approval on your plan to divide up responsibilities.**

Each group member will need to view the movie “*Boyhood.*” This assignment asks you to integrate the knowledge you have gained from the course and assess the character Mason on major areas of human growth and development. It is also a forum to develop your critical thinking skills. The paper might be approximately 25 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 and should be professionally written. Each individual's section of the paper should include citations to at least **three** professional sources from outside this class in support of your developmental analysis of the character. ***You should also cite the reading modules and textbook in support of your analysis. Use information from outside sources that will help you analyze the character developmentally rather than simply citing a definition or general theoretical idea. Outside sources should supplement your knowledge of human growth and development, providing information that is not available in the textbook or weekly reading modules. They should also come from experts in the field, not, for example student power point assignments that have been posted online. 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.*** You do not need to formally cite the movie and it will not count as one of your outside sources.

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. **It is strongly recommended that you make substantive use of the reading modules as they provide more extensive information on the theories than the textbook.**

Note on the movie: The movie “Boyhood” (2014) follows the character Mason from the age of 6 through 18 when he enters college. The movie won numerous awards including best actress for his mother (played by Patricia Arquette) and was filmed over a period of 12 years with the same actors so their physical development is portrayed in real time. This movie allows you to engage in a very realistic analysis of Mason’s development over time in all of the major areas of development.

Physical Development: The group as a whole will be responsible for writing this section and it is expected that everyone will contribute to it. Assess the physical development of the character as he progresses throughout the movie. Find applicable areas in your text and reading modules to fully describe this area of development. You may also cite outside sources but it is not required for this section of the paper. Note things such as height and weight (e.g., is character below average, average, or above average, height/weight proportionate). Note if the character has any physical disabilities or any physical deformities. What are your observations about overall health? In your discussion, compare your observations of the character through his various stages to the developmental characteristics presented in the textbook and reading modules. How does the character compare to or differ from what is considered “normal” for the age group? Be thorough! Development of your thoughts and ideas is more important than page length. Cite 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: You must use **Piaget**; you can also use any other cognitive theorist you wish to discuss, for example Vygotsky, information processing, creativity, but it is not required unless two individuals in your group are addressing cognitive development. Gather specific evidence from the movie for the character’s cognitive development as it develops across the stages that you would expect to observe as the movie progresses. Specify the cognitive developmental levels that you think best represent the character at relevant stages (e.g., sensorimotor, preoperational, concrete operational, or formal operational). Give at least one correct, in depth example/reason for why you think the character is at a specific level of cognitive development as he develops. Refer to specific skills typical of the cognitive levels you address. Provide at least two correct reasons/examples for Mason’s cognitive development level by the end of the movie and at least one correct reason/example for why he is not in the stage before or the stage after (if applicable). At various stages, how does Mason compare to or differ from what is considered “normal” in Piaget’s developmental stages? **Note: Use the specific concepts related to the theory to present your findings. For example, if you are talking about the concrete level, discuss such skills as conservation, logical inferences, reversibility, decentration, etc.). You will need to use the Piaget course module and outside sources because your textbook does not go into enough depth on skills or limitations at each stage.** Does the character have any obvious cognitive disabilities, learning disabilities, or perceptual disabilities? ***If there are none, state this fact.*** Cite sources of your information using APA style in support of your conclusions.

Psychosocial/Identity/Temperament Development: You must address **Erikson and Marcia**; you can address temperament and additional theorists if you choose or if two group members are addressing this aspect of development. Specify the stage(s) of Erikson’s

psychosocial development that Mason moves through during the movie and justify your response. What is your assessment regarding the character's success in resolving the crises at these stages? (e.g., successful or is having difficulties)? Give at least one example/reason in support of these judgments at each stage about the character's psychosocial development as he develops throughout the movie and at least two examples/reasons for his stage by the end of the movie. Explain why the character is not in a higher stage than specified by the end of the movie. Specify Marcia's identity status(es) in which you observe the character's evolution. Do you believe these statuses change or does the character remain in the same one? What is the character's temperament style (e.g. easy, difficult, or slow-to-warm-up)? Give examples of why you think so. How do you believe the character would identify his temperament? See textbook and reading module for specific areas of psychosocial/personality/temperament development that apply to the character. In your discussion, compare your observations of the character to the developmental characteristics presented in the textbook and reading module. Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions using 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 Kohlberg stage(s) of moral development at which you assess the character throughout the movie. Give at least one correct example/reason (what the character said or did) that support your assessment of earlier stage(s) and that illustrate characteristics of the stage(s). Provide at least two correct reasons/examples for Mason's moral development level by the end of the movie and at least one correct reason/example for why he is not in the stage before or the stage after (if applicable). Use the language and concepts of the theory to discuss your findings (see the instructions above under Cognitive Development for an example of using theoretical concepts). In your discussion, compare your observations of the character to the developmental characteristics presented in the textbook and reading modules. How did the character compare to or differ from what is considered "normal" in each of these developmental categories for the same age group? Development of your thoughts and ideas is more important than page length. Cite the sources of your information in support of your conclusions using APA style. This is NOT an opinion paper; base your assessment on facts.

Bioecological Development: (You must use **Bronfenbrenner** but you can also use any other biopsychosocial theorists you wish to discuss). Describe the character's microsystems, mesosystems, exosystem, macrosystem, and chronosystem as they evolve throughout the movie. *You must correctly discuss all five systems.* Discuss how these systems have impacted the character's development. For example, how have the character's experiences and cultural background impacted him? How might the historical period of time in which the character lived have impacted him? Use the language and concepts of the theory to discuss your findings (see information under the section of instructions on Cognitive Development for an example of this). How does society view people similar to this character? What laws might apply that impact the character? See textbook and reading modules for specific aspects of systems that influence the character's development. In your discussion, compare your observations of the character to the developmental characteristics presented in the textbook and reading modules. 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 using APA style. This is NOT an opinion paper; base your assessment on facts.

IMPORTANT NOTE FOR ALL SECTIONS OF THE PAPER

As you write your paper, keep in mind that movies are never designed to perfectly accommodate a developmental analysis for a Human Growth and Development class! If you find yourself having difficulty identifying enough examples from the movie to support your analysis, you may write an “out-take” from the movie. In other words, you can create and describe a scene that would have been plausible within the movie and the main character, and then explain how that illustrates a developmental concept you want to identify. For example, if you conclude that Mason is in Piaget’s stage of concrete operations for part of the movie, identify a concrete operational skill (e.g. reversibility or logical inferences) and describe a plausible example of how Mason might have exemplified that skill within the movie. If you decide to use out-takes as examples, be sure to provide enough information about what would have happened to illustrate your accurate understanding of the developmental concept. Also be sure to identify the example as an “out-take.”

Preparing your paper for submission.

Your paper must be professionally written and you must use APA style to cite references in the text and in the reference list. (The only exception is if you are majoring in a discipline that does not use APA style. If this applies to you, please send me a BB email to notify me of the professional style you will be using). You do not need to use running heads, abstract, etc. **Create a title page that includes all of the group members’ names and the section for which each student had primary responsibility.**

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 the character’s development. APA style frowns on the use of direct quotes unless absolutely necessary, so please avoid the use of direct quotes. You will not be given credit for ideas that you simply quote directly from another source. You should paraphrase others’ ideas, although you must still cite sources to give them credit. You should also use APA to cite the textbook. When you use information from the modules you can cite them as: (Peterson, 2017, course module ____ fill in the blank with a module number).

You will be submitting a draft and then your final paper through SafeAssign, a program that checks papers for plagiarism. On the indicated due date for drafts, each individual must submit their individual part of the group paper to SafeAssign in the course module. Use the feedback to make necessary changes to avoid plagiarism. When the final paper is due, only one member of the group should submit the entire paper through SafeAssign in the course module. The plagiarism score must be below 15%.

When I assign you to your groups for the paper, I will also give you a checklist that will help each of you individually and your group as a whole to make sure you are completing each aspect of the assignment as described. You can check off each task as you complete it. The checklist

will also include a rubric for you to evaluate the contribution of each of your group members. After your group submits its final paper, I will give you instructions for submitting your checklist and the peer evaluation rating scale.

I will grade your paper using the following rubric. Use it as a guide in composing and self-evaluating your paper, based on specific grading criteria.

Rubric for Developmental Analysis Paper

1000 Points Total

Criteria	D (60 – 69%)	C (70 – 79%)	B (80 – 89%)	A (90 – 100%)
Theoretical Understanding of Development (20%)	Demonstrates little to no theoretical understanding of area of development for which he/she was responsible	Demonstrates basic theoretical understanding of area of development for which he/she was responsible	Demonstrates proficient theoretical understanding of area of development for which he/she was responsible	Demonstrates excellent theoretical understanding of area of development for which he/she was responsible
Application of Theory to the Character (20%)	Demonstrates little to no application of theory to the character	Demonstrates basic application of theory to the character	Demonstrates proficient application of theory to the character	Demonstrates excellent application of theory to the character
Critical Thinking about Human Growth and Development (20%)	Demonstrates little to no critical thinking about issues of human growth and development and their implications for the character.	Demonstrates basic critical thinking about issues of human growth and development and their implications for the character.	Demonstrates proficient critical thinking about issues of human growth and development and their implications for the character.	Demonstrates excellent critical thinking about issues of human growth and development and their implications for the character.
Support for Hypotheses and Assessment (20%)	Provides little to no support for hypotheses and assessment of character with specific examples from the movie, references from text and reading modules, and outside credible sources	Provides basic support for hypotheses and assessment of character with specific examples from the movie, references from text and reading modules, and at least three outside credible sources	Provides good support for hypotheses and assessment of character with specific examples from the movie, references from text and reading modules, and at least three outside credible sources	Provides excellent support for hypotheses and assessment of character with specific examples from the movie, references from text and reading modules, and at least three outside credible sources

Quality of Writing (10%)	Writing contains many grammar and/or syntax errors. Repeated errors interfere with communication of ideas. Vocabulary is inappropriate, vague, or used incorrectly. Professional vocabulary is not used. Ideas borrowed from other sources are not professionally cited. SafeAssign score is above 20%.	Grammar and syntax are usually correct but errors are present. Professional vocabulary is limited but appropriately used. Most thoughts are expressed formally. Ideas borrowed from other sources are not always professionally cited. SafeAssign score is less than 20%.	Writing is formal and professional using APA style. Communication of ideas is clear and accurate. Language reflects correct usage of a professional vocabulary. Ideas borrowed from other sources are professionally cited with a SafeAssign score of less than 15%.	Paper is professionally written using APA style. Communication of ideas is clear and accurate. Language reflects careful choice of words and distinguished professional vocabulary. Ideas from other sources are professionally cited with a SafeAssign score of less than 15%.
Contribution to Group (10%) (No credit will be given if peer evaluation is not submitted)	Rarely or never engaged in group planning; supported learning of classmates; provided constructive feedback; assisted in compiling one complete paper; rarely met agreed upon deadlines; submits peer evaluation more than two days late	Sometimes engaged in group planning; supported learning of classmates; provided constructive feedback; assisted in compiling one complete paper; sometimes met agreed upon deadlines; submits peer evaluation two days late	Usually engaged in group planning; supported learning of classmates; provided constructive feedback; assisted in compiling one complete paper; usually met agreed upon deadlines; submits peer evaluation one day late.	Actively engaged in group planning; supported learning of classmates; provided thorough constructive feedback to all; assisted in compiling one complete paper; met agreed upon deadlines; submits peer evaluation by due date.

Course Points

McGraw Hill Assignments	760 pts
Blackboard Assignments	228 pts
Online Group Discussions	100 pts
Developmental Analysis Group Paper	1000 pts
Mid-Term exam (75 questions)	750 pts
Final Exam (75 questions)	750 pts
Total	3588 pts

Grading Scale

A =	90% -100%	3229 - 3588 points
B =	80% - 89%	2870 - 3228 points
C =	70% - 79%	2512 - 2869 points
D =	60% - 69%	2153 - 2511 points
F =	0% -59%	0 - 2152 points

Note: If you are in the Counseling program you must pass this class with a B or better to progress in the program. This requirement applies to school and mental health 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

Course Participation

All assignments must 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 boards during the semester.

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 or in case of emergencies with appropriate documentation. In the case of unexpected emergencies, please contact me as soon as possible to determine if other arrangements can be made. Blackboard and Connect will flag any assignments submitted past the due date/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 you get a screen capture to document issues or problems in completing assignments.

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. *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 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 is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts that erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

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.

A. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; accessing a test bank without instructor permission; or sharing all or part of a test with another student.
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and

6. Falsifying research data, laboratory reports, and or other records or academic work offered for credit;

B. “Plagiarism” means the appropriation, buying, receiving as a gift or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;

C. “Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

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 2014 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 at least three times daily from Monday through Friday and will make every attempt to respond to you within 12 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. **Remember that you will not receive feedback until after the due dates for assignments, even if you submit them early.**
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. 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 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 about the Class."**
- **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). Late assignments are not accepted if you failed to notice a due date unless there is an error in the syllabus or Blackboard.
- **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 on campus is three hours for class and 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 12 hours of study and prep time. 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 complete 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 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.
 - 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. 80XXXXXX) 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:
Telephone and Walk-in Support available
Monday-Thursday 7 AM - 9 PM
Friday 7 AM – 8 PM
Saturdays 9 AM – 2 PM
Sundays 12 PM – 5 PM
- 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 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: 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/>.

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 be changed!

Useful Websites:

UTEP Library

<http://libraryweb.utep.edu/>

UTEP Library Online Resources

<http://libraryweb.utep.edu/online/>

UTEP Library Introduction to Research Tutorial

<http://libraryweb.utep.edu/research/>

UTEP Writing Center

<http://academics.utep.edu/writingcenter>

UTEP Library Distance Education Resources

http://libraryweb.utep.edu/services/dist_ed.php

How to Outline a Research Paper

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>

The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

APA Style Help

<http://www.apastyle.org/apa-style-help.aspx>

Course Schedule

IMPORTANT NOTE: In Blackboard, 12:00 AM, midnight is the beginning of the new day; 11:59 PM is the end of the day. Our weeks will run from Monday at midnight (12:00 AM) through Sunday at 11:59 PM (one minute before midnight). Assignments will always be due on Sundays at 11:59 PM with one important exception for online discussion posts. Your initial post for the four online discussions of a movie character will always be due on Thursday evenings at 11:59 PM.

Thursday and Sunday due dates are indicated below for posting on the discussion boards and responding to others' posts. You are responsible for meeting these interim deadlines, so please make note of interim due dates for online discussions. *There are no exceptions to due dates except for: (1) instructor error, (2) prior arrangements made with the instructor, or (3) in cases of emergency, which must be documented.*

Schedule	Module Description	Reading Assignment	Assignments Due
<p>Intro to Course</p> <p>1/16 – 1/21</p>			<p>Refer to the Introductory folder on Blackboard (under Course Folders) for complete instructions on introductory assignments:</p> <p>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.</p> <p>Purchase paper copy (with card access to McGraw Hill Connect) or e-copy of LifeSmart textbook.</p> <p>Introduction Assignment and Responses (20 points): See instructions and due dates in the Introductory folder on Blackboard.</p> <p>Syllabus/Blackboard Email/Screen Capture Assignment (20 points): See instructions and due date in introductory folder on Blackboard. Follow these instructions carefully in order to get the full 20 points.</p> <p>APA Tutorial (20 points). See instructions in Introductory folder in BB</p>
<p>Folder 1</p> <p>1/22 – 1/28</p>	<p>Introduction to Life Span Human Development:</p> <p>How and why (by what methods) we study human development;</p> <p>How traditional views of development have differed throughout history;</p> <p>The importance and role of culture and biopsychosocial interaction on development</p>	<p>Weekly Reading Module 1</p> <p>Life Smart Ch. 1</p>	<p>McGraw Hill Exercises:</p> <p>Scientific Method 50 pts</p> <p>Designing an Experiment 40 pts</p> <p>Ethical Dilemmas 40 pts</p> <p>Blackboard: Introduction to Human Growth and Development (reading only, but material will be on the exam so make sure you do read it). No assignments are due on Blackboard for Module 1.</p> <p>Watch the movie “Erin Brockovich” for online discussions beginning next module</p>

<p>Folder 2 1/29 – 2/4</p>	<p>Theories of Development: Psychoanalytic Theories Cognitive Theories Behavioral Theories Bioecological Model</p>	<p>Weekly Reading Module 2 Life Smart Ch. 2</p>	<p>McGraw Hill Exercise: Conservation 70 pts</p> <p>Blackboard: Piaget’s Cognitive Development. Complete the matching exercise 20 pts.</p> <p>Discussion Board for Erin in the movie “Erin Brockovich”: Discuss Piaget in relationship to the character Erin. Discuss the stage of Piaget’s Cognitive Theory you think applies to Erin. Use terms and concepts of the theory to frame your discussion. Use examples from the movie to support the stage you believe Erin is in, as well as why she is not in an earlier or later 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 two other group members’ posts. Your first post on Piaget must be completed by <u>Thursday 2/1 at 11:59 PM</u> so that group members can comment on your posts. Your responses to at least <u>two</u> other group members must be completed by <u>Sunday 2/4 at 11:59 PM.</u></p>
<p>Folder 3 2/5 – 2/11</p>	<p>Pregnancy and Prenatal Development: Biological basis of development; Hereditary disorders; Fertilization process Fertility issues Prenatal development Prenatal testing Critical Interactions: Biology and environmental influences on development</p>	<p>Weekly Reading Module 3 Life Smart Ch. 3</p>	<p>McGraw Hill Exercises: Prenatal Development 40 pts</p> <p>Blackboard Discussion on Erin: Discuss Bronfenbrenner’s theory in relationship to the character Erin. Discuss examples of his various systems and how they influence Erin’s development. Use the terms and concepts of the theory to frame your discussion. Post your own contribution and respond to at least two other group members’ posts. Your first post on Bronfenbrenner must be completed by <u>Thursday 2/8 at 11:59 PM</u> so that your group members can comment on your posts. Your response to at least two other group members must be completed by <u>Sunday 2/11 at 11:59 PM.</u></p>
<p>Folder 4 2/12 – 2/18</p>	<p>Birth and the Newborn Child: The birth process Stages in labor and delivery Methods of childbirth Complications and interventions Characteristics of neonates Postpartum adjustment</p>	<p>Weekly Reading Module 4 Life Smart Ch. 4</p>	<p>McGraw Hill Exercises: Milestones: Expression and Diminishment of Neonatal Reflexes 10 pts</p> <p>Erikson’s Stages of Development 40 pts</p> <p>Blackboard: Erikson’s Psychosocial Development Quiz 20 points.</p> <p>Mason Groups: These are different groups than your Erin groups and will be assigned by the instructor. Group members start to discuss individual observations about Mason in the movie “<i>Boyhood</i>.” You may communicate via Mason groups on Blackboard if you choose. Groups begin to outline paper and decide who will be responsible for each portion of the paper or performing which role.</p>

<p>Folder 5 2/19 – 2/25</p>	<p>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</p>	<p>Weekly Reading Module 5 LifeSmart Ch. 5</p>	<p>McGraw Hill Exercises: Milestones: Object Permanence 10 pts Emergence of Language 10 pts</p> <p>Blackboard: Attachment Theory, videos and questions 30 points</p> <p>Blackboard Discussion on Erin: Discuss Erikson’s theory in relationship to the character Erin. Discuss the stage of Erikson’s Psychosocial Theory you think applies to Erin. Consider how her success (or lack of) in resolving earlier crises have influenced her development. Use the terms and concepts of the theory to frame your discussion. Post your own contribution and respond to at least two other group member’s post. Your first post on Erikson must be completed by <u>Thursday 2/22 at 11:59 PM</u> so that your group members can comment on your posts. Your response to at least two other group members must be completed by <u>Sunday 2/25 at 11:59 PM</u>.</p> <p>Mason Groups: Begin to write paper on Mason in “<i>Boyhood.</i>”</p>
<p>Folder 6 2/26 – 3/4</p>	<p>Early Childhood: Physical and motor development Cognitive development Piaget’s Cognitive Development Vygotsky’s Theory Information Processing Theory Theory of Mind Approaches to early childhood education Language Development The development of a sense of self Social development Gender development Theories of Gender Development The importance of play</p>	<p>Weekly Reading Module 6 Life Smart Ch. 6</p>	<p>McGraw Hill Exercises: Milestones Types of Play 10 pts Scaffolding 10 pts</p> <p>Kohlberg’s Moral Reasoning 50 pts</p> <p>Blackboard: Kohlberg’s Moral Development Questions 20 pts</p> <p>Mason Groups: Continue to write paper on Mason</p>

<p>3/5 – 3/11</p>	<p>Mid-term exam</p>		<p>*Note that the mid-term exam will be due on 3/11 at 11:59 pm – Do NOT wait until the last minute in case you have technology problems. The exam will submit automatically at 11:59 whether you are finished or not.</p> <p>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. <u>You must study if you want to do well on this exam!</u></p> <p>Remember that you must complete the Learn Smart modules before you take the exam if you wish to receive extra credit for them.</p>
<p>Folder 7 3/19 – 3/25</p>	<p>Middle Childhood: Physical development Cognitive development Piaget’s Cognitive Development Gardner’s Multiple Intelligences Sternberg’s Triarchic Theory Critical thinking and problem solving Moral development Piaget’s Moral Theory Kohlberg’s Theory Gilligan’s Ethics of Care Language development Theories of reading acquisition The changing sense of self Social development</p>	<p>Weekly Reading Module #7 Life Smart Ch. 7</p>	<p>McGraw Hill Exercises: Structure of Neurons 60 pts</p> <p>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.</p> <p>Blackboard Discussion on Erin: 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 two other group members’ posts. Your first post on Kohlberg must be completed by <u>Thursday 3/22 at 11:59 PM</u> so that your group members can comment on your posts. Your response to at least two other group members must be completed by <u>Sunday 3/25 at 11:59 PM.</u></p>
<p>Folder 8 3/26 – 4/1</p>	<p>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</p>	<p>Weekly Reading Module 8 Life Smart Ch. 8</p>	<p>McGraw Hill Exercises: Gardner’s Multiple Intelligences 50 pts Suicide Risk Factors 60 pts</p> <p>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.</p> <p>Mason Groups: Groups finalize paper on Mason—it is due 4/15. Although not graded, you must submit your draft to SafeAssign to obtain feedback on plagiarism.</p>

Folder 9 4/2 – 4/8	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	Weekly Reading Module 9	McGraw Hill Exercises: Mate Selection 60 pts Blackboard: Classical Conditioning Matching Questions 8 pts
Folder 10 4/9 – 4/15	Middle Adulthood: Physical development Cognitive development Information Processing Theory Social Development Levinson’s Seasons of Life Erikson’s Psychosocial Theory Marriage and family Patterns of work Coping with stress	Weekly Reading Module 10 Life Smart Ch. 10	McGraw Hill Exercises: Working Memory 50 pts Positive Psychology 50 pts Blackboard: Operant Conditioning Matching 5 pts Reinforcement/Punishment 15 pts Group Mason Paper is Due 4/15 at 11:59 pm via SafeAssign in Blackboard; Peer evaluations for group paper are due 4/15 at 11:59 PM in Module 10
Folder 11 4/16 – 4/22	Late Adulthoods: Physiological theories of aging Physical development Cognitive development Social development Erikson’s psychosocial development	Weekly Reading Module 11 Life Smart Ch. 11	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.
Folder 12 4/23 – 4/29	Dying and Spirituality: Perspectives on death The role of grief Suicide Spirituality Frankl’s Theory of Spirituality Jung’s Theory of Spirituality Wilson’s Theory of Spirituality	Weekly Reading Module 12 Life Smart Ch. 12	McGraw Hill Exercises: None Blackboard: Cultural Beliefs about Death and Dying: Native American, Judaism, African American, Islam, and Buddhist 50 pts

Folder 13 4/30 – 5/3	Lifespan Development in Action: Putting theory into practice Current concerns and controversies How history informs change Advocacy Legislation and lifespan development	Weekly Reading Module 13 Life Smart Ch. 13	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.
Final Exam Due 5/7	Final Exam (75 questions)		Due by 5/7 at 11:59 pm -- Do NOT wait until the last minute in case you have technology problems. The exam will submit automatically at 11:59 whether you are finished or not. 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. <u>You must study if you want to do well on this exam!</u>