



THE UNIVERSITY OF TEXAS AT EL PASO

College of Education  
Educational Psychology and Special Services

**EDPC 5317**  
**Human Growth and Development**  
**Spring 2020**

*Note: This syllabus may be subject to revision with notification*

**Contact Information**

Instructor: Dr. Sarah Peterson  
Office: Education 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](mailto:sepeterson@utep.edu). Use this email only in the event that Blackboard is down; remember, I check Blackboard email more regularly.  
Office Hours: Monday 1:30 – 3:30 on campus/online; Wednesday online 1:00 – 3:00  
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 in a meeting or 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**

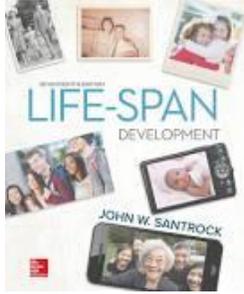
This course uses a variety of online assignments and activities that will help you understand and apply course material. These include online class discussions, multiple choice exams, experiential learning groups, written assignments, videos, Blackboard email, course readings, and contextual and cultural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

### Course Objectives/Student Competencies

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

## Required/Recommended Course Materials

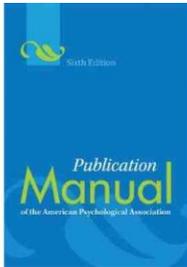
### Required Textbook:



Santrock, J. W. (2019). *Life-Span Development* (17<sup>th</sup> Ed.). New York: McGraw Hill.

This is the required textbook for the course. Please carefully read instructions below under “McGraw Hill Connect” for options on how to obtain the textbook.

### Recommended supplemental textbook:



American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6<sup>th</sup> 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:



The movie “What’s Eating Gilbert Grape?” with Johnny Depp and Leonardo DiCaprio must be viewed for the online group discussions on Arnie’s development (see under assignments). Note that Arnie is played by Leonardo DiCaprio.



The movie “Erin Brockovich” with Julia Roberts must be viewed for the developmental analysis paper (see under assignments)

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. It is recommended you watch them several times and take detailed notes as you will need to refer to your notes for course assignments.

### **Online Course Access Through Blackboard**

This course will be accessed through UTEP **Blackboard Learn**. You can access Blackboard by logging in to [www.my.utep.edu](http://www.my.utep.edu). You should 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.

### **McGraw Hill Connect Student Registration**

Many of the assignments for this class are completed through McGraw Hill Connect so you will create a McGraw Hill Connect account to access this material. If you choose, you can sign up for a free 14-day trial that gives you access to the course but gives you a little longer to pay. However, you must pay by the end of the trial or you will get kicked out of the course.

To register for McGraw Hill Connect, go to Blackboard, click on the Course Folder titled “Introduction to the Course,” and click on the video link for instructions to register for Connect.

### **Options for acquiring textbook:**

1. When you sign up for Connect you will automatically get access to the e-version of the Life-Span text so you can get started in the class.
2. If you choose to also obtain a hard copy of the text you can purchase it directly through McGraw Hill, which is cheaper than the bookstore or Amazon and you will receive it in about 4 or 5 days. You can also purchase a used text or rent it, which would also save you money. If you do this, you still need to be registered in the Connect course in order to access all of the assignments.

**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.**

### **Accessing McGraw Hill Connect Exercises**

After creating your McGraw Hill account, you will access the Connect exercises directly through the course folders in Blackboard. Be sure to turn off your pop up blocker. You will not be able to access some of the learning exercises if you do not turn this off.

### **UTEP Blackboard**

Once you enter the class site, on the left of the screen 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 assignments, videos, video transcripts, assignments, and reminders. Be sure to scroll down to the end of each folder, because sometimes they do not all fit on one screen.

**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 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 or to correct inadvertent errors. 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, tablet, etc. Do not rely on Blackboard to notify you of due dates.*** One of your first assignments will require you to send me a Blackboard email indicating that you have read and you 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.***

**Study Guides:** Use these guides to review and prepare for the midterm and final exams. They will help you focus your studying efforts on the important concepts that are tested. Because most of the students in this class will take comprehensive and/or licensing exams in counseling, questions on the exams focus on the theories and concepts most likely to be tested professionally. Your textbook offers a comprehensive review of theory and research on lifespan development. Much of this information will be very useful for you in your professional counseling and related careers; however, some of the information will be more relevant for each one of you than other information. For example, some of you may focus your careers on teaching young children, whereas some may focus on mental health needs of older adults. You are not responsible for studying the entire textbook for your exams; therefore, the study guides will help you focus on concepts being tested.

**McGraw-Hill Connect:** This will allow you to link directly to McGraw-Hill if you need to report problems with completing the learning exercises.

**Announcements:** This is where I will send you important information and time sensitive updates during the course, if needed. If I post announcements, I will also have them sent to your Miner email. This tab will have a green asterisk within it if there is a new announcement waiting for you.

**Blackboard E-Mail:** This is an internal messaging system through Blackboard that will be our primary means of communication. Some of your instructors may call it Blackboard Messaging. 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 ([sepeter@utep.edu](mailto:sepeter@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 are inadvertently 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 Arnie groups), as well as optional discussion boards for Erin groups to communicate.

**My Grades:** This is where you can keep track of your grades, including your cumulative point total and percentage grade. 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 course progresses, and contact the instructor if you see discrepancies or missing grades.**

**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](mailto: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.

### **Student Assignments and Evaluation**

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 or internet connection 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. I am very aware that situations arise in your lives that make it difficult or impossible to complete assignments on time. I understand! Just as you would be professional in communicating with your employer if you cannot make it to work for some reason, I expect that you will communicate with me if you cannot complete an assignment in time so that we can work together on coming up with a reasonable plan to accommodate your circumstances. Appropriate accommodations will be made for all students registered through CASS.

### **McGraw Hill Learning Exercises**

Most course folders have McGraw Hill Connect exercises. These exercises are worth varying points and will be accessed directly through the weekly course folders on Blackboard. **You will get only one attempt to complete these exercises, so make sure you do your best work.** You may work ahead on 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 a few days of the due date, even if you work ahead.** These policies are 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.

Most exercises consist of one of the following: (a) a video or slides 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 course folder. 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 may need to contact them. Once again, **feedback on these exercises will not be available to you until one hour after the due date/time, regardless of whether or not you submit them early.**

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!

**McGraw Hill Smart Book Study Modules (optional but highly recommended; 5 points extra credit for completing each chapter; chapters 1-8 before you take the mid-term and chapters 9-20 before you take the final exam; 100 points total)**

At the end of each course folder in Blackboard, you will see SmartBook Ch. X. These are the extra credit **Smart Book Study Modules**, one for each chapter. I strongly recommend that you take advantage of these to help you study for the mid-term and final exams for this class, as well as certification and licensure exams. These are **not** required but are highly recommended as a preparation tool for your 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). In order to encourage completion of these modules, you will receive 5 extra credit points for each chapter in which you complete the Smart Book Study Module (for a possible total of 100 points). Each chapter will take approximately 30 minutes (depending on how many questions you recycle back to), and must be 100% completed in order to earn the extra credit; no credit will be given for partial completion of a chapter. You will see the scores from these Smart Book quizzes in your grade center, and they are factored into your total grade points and percentage as extra credit points. You may take these more than once for study purposes, but you will only get extra credit one time. Please note that these **MUST** be completed before you take each exam (Ch. 1 – 8 before the midterm and Ch. 9 – 20 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.

**Blackboard Exercises**

These are also 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. They will consist of short quizzes or reflective assignments. **Feedback on BB quizzes will be available after the due date/time.** If you have questions about the content of the questions, please make note of them while you are taking the quiz and contact the instructor for clarification. I am more than happy to provide feedback on concepts assessed with the questions.

**Making Connections**

Some of the course folders include optional reflection questions. These are designed to help you reflect on human growth and development by making connections to your personal life and to

professional counseling examples. There is nothing to submit, these are designed for your own personal and professional growth.

### **Blackboard Discussion Groups for the film “What’s Eating Gilbert Grape?”**

“Arnie” groups will use their group discussion board to discuss Arnie, played by Leonardo DiCaprio, in the film “*What’s Eating Gilbert Grape?*” I will assign Arnie groups when enrollment in the class is stabilized. You can find your Arnie group by looking for your last name in the Arnie discussion boards. After specific theories are discussed you will apply them to the character of Arnie. 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 and clarifying your understanding of the major development theories.** Use the terms and concepts of the theory to frame your discussions, and provide specific examples from the movie 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 200 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. Timeliness is important because late contributions don’t become part of the professional conversation.

These discussions are practice sessions to prepare your “Erin” group to write the group paper on the character of Erin Brockovich (played by Julia Roberts) in “*Erin Brockovich.*” Ultimately, these exercises will help you assess the development of real clients in order to tailor counseling interventions that fit the client’s developmental level.

<b>Rubric for Contributions to the Blackboard Discussions</b>				
<b>(F) 59 and less</b>	<b>(D) 60 – 69</b>	<b>(C) 70 – 79</b>	<b>(B) 80 – 89</b>	<b>(A) 90 – 100</b>
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.

### **Exams**

There will be two multiple choice exams, 60 questions each, one mid-term and one final. Each exam is worth 600 points or 10 points per question. 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). You will have 90 minutes 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 block of uninterrupted time to commit to the exam. Many 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 clients or students. The mid-term exam is on chapters 1-8 and reading modules; the final exam is over chapters 9-20 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 Monitor/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. During the exams, you may not do any of the following: access any other websites or printed matter, use any other electronic devices (e.g. cell phone, tablet, laptop, smart watch, etc.), speak with anyone (except lab assistant for technology issues), take notes, or leave your computer unless there is an emergency. Engaging in any of these behaviors constitutes a violation of UTEP's academic integrity policy. Study guides are provided for each exam to help you focus your studying on the concepts that will be tested.

### **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 assigned 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 “*Erin Brockovich*.” This assignment asks you to integrate the knowledge you have gained from the course and assess the character Erin 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 relevant 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.

**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 she progresses throughout the movie. Find applicable areas in your text 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 her 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 stage that you observe as the movie progresses. Specify the cognitive developmental level that you think best represents the character (i.e. sensorimotor, preoperational, concrete operational, or formal operational). Give at least four correct, in depth examples/reasons for why you think the character is at this specific level of cognitive development. Refer to four different specific skills or limitations typical of the cognitive level you address. Provide at least two correct reasons/examples for why the character is not in a lower or higher level of cognitive development. **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.** 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 Development:** You must address **Erikson and Marcia**; you can address additional theorists if you choose or if two group members are addressing this aspect of development. Specify Erin's stage of Erikson's psychosocial development during the movie and justify your response. What is your assessment regarding the character's likelihood of succeeding in resolving the crisis at this stage? (e.g., successful or is having difficulties)? Give at least two examples/reasons in support of this judgment of the character's psychosocial development as she develops throughout the movie. Give at least two examples of how the character may be revisiting one or more earlier crises. Explain why the character is not in a higher stage than specified. 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? Give examples of why you think so. See textbook and reading module for specific areas of psychosocial 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 of moral development at which you assess the character throughout the movie. Give at least four correct examples/reasons (what the character said or did) that support your assessment of this stage and that illustrates characteristics of the stage. Provide at least two correct reasons/examples for why Erin 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 module. How did the character compare to or differ from what is considered "normal" in this stage and status 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.

**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 her? How might the historical period of time in which the character lived have impacted her? 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 module for specific aspects of systems that influence the character's development. In your discussion, compare your observations of the character's systems to the characteristics of systems presented in the textbook and reading module. 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.

### **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. 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 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 reading modules you can cite them as: (Peterson, 2020, reading module \_\_\_\_ fill in the blank with the name of the module).

You will be submitting a draft and then your final paper through SafeAssign, a program that checks papers for plagiarism. On or soon after 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%. Please note that references will show up as plagiarized since there is no way to paraphrase them, so don't worry about these.

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. When your group submits its final paper, I will give you instructions for submitting your 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%)
<b>Theoretical Understanding of Development (20%)</b>	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
<b>Application of Theory to the Character (20%)</b>	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
<b>Critical Thinking about Human Growth and Development (20%)</b>	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.
<b>Support for Hypotheses and Assessment (20%)</b>	Provides little to no support for hypotheses and assessment of character with specific examples	Provides basic support for hypotheses and assessment of character with specific examples	Provides good support for hypotheses and assessment of character with specific examples	Provides excellent support for hypotheses and assessment of character with specific examples

Criteria	D (60 – 69%)	C (70 – 79%)	B (80 – 89%)	A (90 – 100%)
	from the movie, references from text and reading modules, and outside credible sources	from the movie, references from text and reading modules, and at least three outside credible sources	from the movie, references from text and reading modules, and at least three outside credible sources	from the movie, references from text and reading modules, and at least three outside credible sources
<b>Quality of Writing (10%)</b>	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%.
<b>Contribution to Group (10%)</b> <b>(No credit will be given if peer evaluation is not submitted)</b>	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

*Note: You will not get credit for late assignments unless you make prior arrangements with the instructor, or in case of emergency or 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 Assignments  
Blackboard Assignments  
Online Group Discussions

650 pts  
342 pts  
200 pts

Developmental Analysis Group Paper	1000 pts
Mid-Term exam (60 questions)	600 pts
Final Exam (60 questions)	600 pts
<b>Total</b>	<b>3392 pts</b>

### Grading Scale

A =	90% -100%	3053 – 3392 points
B =	80% - 89%	2714 – 3052 points
C =	70% - 79%	2374 – 2713 points
D =	60% - 69%	2035 - 2373 points
F =	0% -59%	0 - 2034 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. 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. Assignments will be accepted past their due date only if 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. It is recommended that you complete all assignments well ahead of the due date/time in case you run into any technology problems. Please take 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 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 unless there are unusual circumstances.** You will not be able to redo them or add things that were forgotten. ***Proofread your papers carefully and look at the directions and 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. Remember that Blackboard email messages will come to your Blackboard. Any announcements sent to the entire class may also be made through the announcement feature on Blackboard and/or through your Miner 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 or communicating appropriately with the instructor to make other arrangements.

### **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, papers, 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.**"
- **Check BB email regularly:** Because we don't see each other in class, this is our best method of communication. Failure to check BB email does not constitute reason to be uninformed.
- **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](http://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. I strongly recommend that you 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 will see where it says “before” and “after” with some drop down boxes. Set both to zero. Often you will 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 that 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](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>**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). Most assignments will be due on Sundays at 11:59 PM with one important exception for online discussion posts. Please check schedule carefully for interim due dates for online discussion posts; these are due on Thursdays at 11:59 PM. 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	Course Folder Description	Reading Assignment	Assignments Due
<b>Introduction to the Course</b>  <b>1/21 – 1/26</b>	Getting started in Blackboard		Refer to the Introductory folder in Blackboard (under Course Folders) for complete instructions on introductory assignments:  <b>Get oriented to Blackboard Learn</b>  <b>Register for McGraw Hill Connect:</b> See instructions in Introductory course folder in Blackboard  <b>Introduction Assignment and Responses</b> (10 points): See instructions and due dates in the Introductory folder on Blackboard.  <b>Syllabus/Blackboard Email/Screen Capture Assignment</b> (10 points): See instructions and due date in Introductory folder on Blackboard. Follow these instructions carefully in order to get the full credit.  <b>APA Tutorial/Quiz</b> (20 points): See instructions in Introductory folder in BB
<b>Folder 1</b>  <b>1/27 – 2/2</b>	Introduction to the Study of Life Span Human Development	Santrock:  Ch. 1	<b>McGraw Hill:</b> Scientific Method 50 pts Continuity and Change 30 pts  <b>Watch the movie “What’s Eating Gilbert Grape?”</b> for online discussions beginning in two weeks
<b>Folder 2</b>  <b>2/3 – 2/9</b>	Biological beginnings  Prenatal development and birth	Santrock:  Ch. 2-3	<b>McGraw Hill:</b> Prenatal Development 50 pts Nature-Nurture Debate 40 pts  <b>Continue watching the movie “What’s Eating Gilbert Grape?”</b> for online discussions beginning next week
<b>Folder 3</b>  <b>2/10 – 2/16</b>	Physical development in infancy and early childhood  Bronfenbrenner’s bioecological model	Santrock:  Ch. 1, pp. 27-28  Ch. 4  Ch. 7 pp. 199 – 206  Reading module: Bronfenbrenner	<b>McGraw Hill:</b> Neurons 50 pts Bronfenbrenner 30 pts  <b>Blackboard Discussion Board for Arnie in the movie “What’s Eating Gilbert Grape?”:</b> Discuss Bronfenbrenner’s theory in relationship to the character Arnie. Discuss examples of his various systems and how they influence Arnie’s development. Use the terms and concepts of the theory to frame your discussion. Post your own contribution by <u>Thursday 2/13 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 2/16 at 11:59 PM</u> .

Schedule	Course Folder Description	Reading Assignment	Assignments Due
<b>Folder 4</b> 2/17 – 2/23	Cognitive development in infancy and early childhood  Piaget’s theory of cognitive development	Santrock Ch. 1, pp. 22-23  Ch. 5 Ch. 7 pp. 207 – 229  Ch. 9 pp. 277 – 278  Ch. 11 pp. 358 – 359  Ch. 13 pp. 421-422  Reading module: Piaget	<b>McGraw Hill:</b> Piaget’s Preoperational Stage 40 pts Vygotsky’s Sociocultural Theory 50 pts  <b>Blackboard:</b> Piaget’s matching quiz 20 pts  <b>Blackboard Discussion Board for Arnie in the movie “What’s Eating Gilbert Grape?”:</b> Discuss the stage of Piaget’s Cognitive Theory you think applies to Arnie. Use terms and concepts of the theory to frame your discussion. Use examples from the movie to support the stage you believe Arnie is in, as well as why he is not in an earlier or later stage. Post your own contribution by <u>Thursday 2/20 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 2/23 at 11:59 PM</u> .  <b>Erin Groups:</b> These are different groups than your Arnie groups and will be assigned by the instructor. Group members start to discuss individual observations about Erin in the movie “ <i>Erin Brockovich</i> ” You may communicate via Erin 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.
<b>Folder 5</b> 2/24 – 3/1	<b>Erikson’s theory of socioemotional development</b>  <b>Socioemotional development in infancy and early childhood</b>	Santrock Ch. 1, pp. 20-22  Ch. 6, 8  Reading module: Erikson	<b>McGraw Hill:</b> Erikson’s Stages of Development 50 pts  <b>Blackboard:</b> Attachment Theory, videos and questions 30 points Erikson’s Psychosocial Development Quiz 20 points  <b>Blackboard Discussion on Arnie:</b> Discuss Erikson’s theory in relationship to the character Arnie. Discuss the stage of Erikson’s Psychosocial Theory you think applies to Arnie. Consider how his success (or lack of) in resolving earlier crises have influenced his 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 2/27 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 3/1 at 11:59 PM</u> .  <b>Erin Groups:</b> Begin to write paper on Erin

Schedule	Course Folder Description	Reading Assignment	Assignments Due
Folder 6 3/2 – 3/8	Behavioral and social learning processes	Reading modules:  Learning Theories: Pavlov, Watson, Skinner, Bandura	<p><b>McGraw Hill:</b></p> <p>Bandura's Observational Learning 50 pts</p> <p><b>Blackboard:</b></p> <p>Classical Conditioning 16 pts Operant Conditioning Matching 10 pts Reinforcement/Punishment 16 pts</p> <p><b>Erin Groups:</b> Continue to write paper on Erin</p>
3/9 – 3/15	Mid-term exam		<p>*Note that the mid-term exam will be due on 3/15 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>Follow instructions in syllabus for taking the exam</p> <p>Remember that you must complete the Smart Book study modules <u>before</u> you take the exam if you wish to receive extra credit for them.</p>
3/16 – 3/22			<b>Enjoy your spring break! You may also work ahead if you choose</b>
Folder 7 3/23 – 3/29	Middle to Late Childhood	Santrock  Ch. 9 – 10  Reading module: Kohlberg	<p><b>McGraw Hill Exercises:</b></p> <p>Kohlberg's Moral Reasoning 50 pts</p> <p><b>Blackboard:</b></p> <p>Kohlberg's Moral Development Questions 40 pts Gardner's Multiple Intelligences 50 pts</p> <p><b>Blackboard Discussion on Arnie:</b> Discuss Kohlberg's theory in relationship to the character. Discuss the stage of Kohlberg's Moral Theory you think applies to Arnie. 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 3/26 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 3/29 at 11:59 PM</u>.</p>

Schedule	Course Folder Description	Reading Assignment	Assignments Due
Folder 8 3/30 – 4/5	Adolescence	Santrock Ch. 11-12	<p><b>McGraw Hill Exercises:</b></p> <p>Formal operations in adolescence 10 pts Adolescence: Imaginary audience 10 pts</p> <p><b>Blackboard:</b> Suicide Risk Factors 50 pts</p> <p><b>Erin Groups:</b> Groups finalize paper on Erin—it is due 4/5. Although draft is not graded, you should submit your draft to SafeAssign to obtain feedback on plagiarism.</p>
Folder 9 4/6 – 4/12	Early Adulthood	Santrock Ch. 13-14	<p><b>McGraw Hill Exercises:</b></p> <p>Mate Selection 50 pts Work Family Balance 10 pts Fathers and Parenting 10 pts</p>
Folder 10 4/13 – 4/19	Middle Adulthood:	Santrock Ch. 15-16	<p><b>McGraw Hill Exercises:</b></p> <p>Erikson’s Stages of Development (for review, you may retake from Course Folder 5 and receive the higher of the two grades)</p> <p>Middle Adulthood: Thinking and Memory 20 pts.</p> <p><b>Group Erin Paper is due 4/19 at 11:59 pm via SafeAssign in Blackboard. Peer evaluations for group paper are also due 4/19 at 11:59 PM. Attach them in the Peer Evaluations assignment in Folder 10</b></p>
Folder 11 4/20 – 4/26	Late Adulthood	Santrock Ch. 17-18	<p><b>McGraw Hill Exercises:</b></p> <p>Attitudes Toward Aging 50 pts</p>
Folder 12 4/27 – 5/3	Death and Dying	Santrock Ch. 19-20	<p><b>McGraw Hill Exercises:</b> None</p> <p><b>Blackboard:</b></p> <p>Cultural Beliefs about Death and Dying: Native American, Judaism, African American, Islam, and Buddhist 50 pts</p>
Folder 13 5/4 – 5/10	Lifespan Development in retrospective		<p>McGraw Hill Exercises: None</p> <p>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.</p>
Final Exam Due 5/10	Final Exam		<p><b>Due by 5/10 at 11:59 pm --</b> 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>Follow instructions in syllabus for taking the exam</p>