

PSYCH 2314: Developmental Psychology

Time: M & W, 9:30a-10:50a

Professor: Professor McClure

Email: hmcclure@dallas.edu

Office Hours: by appointment only

GENERAL COURSE DESCRIPTION

A study of the theory and research concerning lifespan development. Consideration will be given to the physical, emotional, cognitive, social, and moral aspects of human development across the entire span from conception to death. (From the D.C.C. course catalogue)

DCC MISSION STATEMENT

Dallas Christian College educates and mentors students to be people of influence, engaging in their calling to the work of Christ in the Church and the world.

COURSE LEARNING OBJECTIVES

By the completion of this course, the successful student will:

1. Be familiar with the stages of human growth and development as defined by age groups.
2. Be familiar with the primary components of the nervous system, the major structures of the brain and their function.
3. Be able to identify the major developmental tasks associated with each of these stages.
4. Recognize the specific systems (physiological, neurological, cognitive, etc.) involved in each of these tasks and be able to associate the theory which gives insight into each of these tasks.
5. Be able to define and discuss relevant issues of the nature vs. nurture debate and articulate how your world view informs this debate.
6. Recognize how your personal experiences, characteristics and temperament influence the expression of your God given gifts, talents and abilities as you consider your personal goals and calling in the service of others and in your place in God's kingdom work.

TEXTBOOK & SUPPLIES

Human Development: A Life-Span View 8th Ed by Robert V. Kail and John C. Cavanaugh

1 Spiral Notebook and pen/pencil

SUPPLEMENTAL

Anatomy of the Soul by Curtis Thompson, MD

SUMMARY OF ASSIGNMENTS

1. Introduction Assignment 5%
2. Quizzes 20%
3. Write your Autobiography 10%
4. Projects 20%
5. Examination 20%

ASSESSMENT DETAILS

- 1. Introduction Assignment:** Pick a formative childhood memory and explain how it has impacted your life thus far. It needs to be 2-3 double-spaced pages.
- 2. Write Your Autobiography:** See explanation below.
- 3. Quizzes:** There will be one quiz each week due before the start of that week's lecture. These quizzes are to be completed in Moodle. Lowest quiz score will be dropped.
- 4. Projects:** These will be assigned throughout the semester.
- 5. Exam:** Final exam will test student's overall learning of class content.

ATTENDANCE

Class attendance is an essential element of the educational process and therefore critical for student success. Furthermore, DCC has a legal obligation to certify attendance to outside agencies including the US Department of Education, the Texas Higher Education Coordinating Board, and other agencies. Therefore, attendance is required at Dallas Christian College.

Minimum attendance must be met in order to pass classes at DCC. Once a student exceeds the maximum number of unexcused absences, the student fails the class due to excessive absences.

Students are also responsible for acquiring course information and content missed during all absences. The student is responsible for reporting the reasons for absences, in advance when possible, to the professor to see if arrangements for class content are possible. Any assignments due must be submitted on time, even if the student isn't in attendance.

Any student who fails to attend a class during the first two weeks will be subject to administrative withdrawal (AW) with applicable fees.

Students who exceed two weeks of unexcused absences and four weeks of total absences are subject to class failure due to lack of attendance. Excused absences are those absences which occur due to a Pre-Approved School-Authorized (PASA) event. All other absences, regardless of the reason for the absence, are unexcused absences. Absence for reasons of illness are not excused. Any absences which go beyond the maximum number of excused absences will be counted as unexcused absences.

Maximum absences for our class are 4 excused absences and 4 unexcused absences.

TARDINESS

Students are expected to arrive to class on time. Arriving late for class twice over the course of the semester will be considered the maximum allowed. For every late arrival to class beyond this limit, you will be marked ABSENT for the class period.

TECHNOLOGY POLICY

We adhere to the school technology policy in this class. If you are suspected of abusing technology during class (using technology for any other than note taking or an instructor authorized event) then you will be asked to leave the classroom and will be counted as an absence for that class. Please use good netiquette for online learning such as muting your mic, keeping your camera on, and using the chat feature appropriately.

GRADING

All grading is consistent with DCC grading policy.

LATE WORK

No work will be accepted after the due date.

ACADEMIC INTEGRITY

Honesty in all academic endeavors is vital as an expression of the Christian life. It is required that students at Dallas Christian College will not participate in cheating, plagiarism*, or other forms of academic dishonesty nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. All assignments must be the student's original work for the course in which the material is submitted. When a student utilizes work that is not his/her own, proper credit must be given to the source of the information.

Plagiarism is using another's words or ideas as one's own work without properly crediting the original source. For more information on plagiarism see the Plagiarism Handout (included in this handbook). Writing assistance such as a proofreader or a writing lab can contribute to the excellence of a student's work. This assistance should be limited to identifying issues. The student must do the corrections and revisions.

Academic dishonesty is a serious violation of morality and academic integrity and will not be tolerated. Academic Dishonesty (cheating) will be reported to the Vice President for Community who will also notify the Vice President for Academic Affairs. After an investigation of the incident, the student may receive a zero for the assignment or exam, fail the course, receive an "XF" for the course, and/or be dismissed from school. The grade of "XF" will be recorded on the student's permanent record and reflected on the transcript as "XF – Failure Due to Academic

Dishonesty.” The “XF” may be removed from a student’s record as outlined in the DCC Academic Catalog.

CLASS TOPICS & SCHEDULE

DATE	TOPIC	ASSIGNMENTS DUE
08/19/2020 (W)	Intro & Syllabus	
08/24/2020 (M)	1: The Study of Human Development (Guest Speaker)	Introduction Essay
08/26/2020 (W)	1: The Study of Human Development	Quiz 1 – Chapters 1
08/31/2020 (M)	Case Study 1	
09/02/2020 (W)	2: Biological Foundations	Quiz 2 – Chapter 2
09/07/2020 (M)	NO CLASS (LABOR DAY)	
09/09/2020 (W)	3 & 4: Tools for Exploring the World & The Emergence of Thought & Language t	
09/14/2020 (M)	Create a Pregnancy & Birth Plan	Quiz 3 – Chapter 3 -4
09/16/2020 (W)	5: Entering the Social World	
09/21/2020 (M)	Guest Speaker – SLP	Quiz 4– Chapter 5
09/23/2020 (W)	6: Off to School	
09/28/2020 (M)	Toy Inventors	Quiz 5– Chapter 6
09/30/2020 (W)	7: Expanding Social Horizons	
10/05/2020 (M)	Educational Activities	Quiz 6 – Chapter 7
10/07/2020 (W)	8: Rites of Passage	
10/12/2020 (M)	9: Moving into the Adult Social World	Quiz 7– Chapter 8
10/14/2020 (W)	10: Becoming an Adult	
10/19/2020 (M)	Parenting Styles	Quiz 8– Chapter 9
10/21/2020 (W)	11: Being with Others	
10/26/2020 (M)	Adolescent Identity Status	Quiz 9– Chapter 10
10/28/2020 (W)	12: Working and Relaxing	
11/02/2020 (M)	Health Program	Quiz 10– Chapter 12
11/04/2020 (W)	13: Making it in midlife	
11/09/2020 (M)	Guest Speaker: Randy Staggs	Quiz 11– Chapter 13
11/11/2020 (W)	14: The Personal Context of Later Life	
11/16/2020 (M)	Guest Speaker: Bethany Carroll	Quiz 12– Chapter 14
11/18/2020 (W)	15: Social Aspects of Later Life	“Write Your Autobiography” Due
11/23-25/2020	NO CLASS (THANKSGIVING BREAK)	
11/30/2020 (M)	Medicare PPT	Quiz 13– Chapter 15
12/02/2020 (W)	16: Dying and Bereavement	Quiz 14– Chapter 16
12/07-09/2020	FINAL EXAM	

ASSIGNMENTS

Write your Autobiography

“Once you’ve journaled your answers to the questions on pages 274-275, consider handwriting your autobiography. Writing our your life story on a piece of paper requires focused attention and enables you to think more slowly and deliberately than you if were typing. This helps activate your right hemisphere, which is correlated with nonverbal and implicit memory – feelings, sensations, images, and perceptions – that is connected to the memory you are writing about. Inevitably, memories that you have not thought about for some time may surge as result.

Of course, as you write by hand, you will also activate the left hemisphere, which processes information in a logical, linear fashion. This process of combining language (left mode) with visuospatial, nonverbal, implicit experience (right mode) causes neurons from the right and left hemispheres to synapse more robustly with each other. In other words, you foster the integration of your brain.

Start by thinking of your earliest memory. After you have recorded that memory, continue writing as much as you can remember about the first decade of your life in as much as you can remember about the first decade of your life in as much details as you can. Do not become overwhelmed by trying to write about later events. Also, do not be concerned about keeping everything in strict chronological order. Simply record what comes to your mind, paying close attention to escribe sensations, feelings, images, colors and the like – not just factual events. Then continue with your second and third decade, and so forth.

After you have written for a while, choose a trusted friend, pastor, priest, spiritual director, or counselor to whom you would be willing to read your story and who would be equally willing to ask you questions about what you think and feel about your narrative.....

....Once you have had read your narrative to a confidant, go back and reread what you have written, paying close attention to what you feel as you read. If other memories begin to surface, feel free to add them. Over time, as you believe you have exhausted what you remember from one decade, proceed on to the next. You will soon see the tapestry of your life weaving together in colors and textures you were unaware of.

If you do not remember many details from your early childhood, do not despair. As you begin this process of remembering, reflecting, and telling your story to others, you will activate neural networks that have been dormant, perhaps for many years. This process of remembering will begin to wake them up. This does not guarantee that you will eventually remember every detail. However, you are like to become consciously aware of many more memories, which will enhance and change your memory of your past and so shift your anticipation of your future.”
(*Anatomy of the Soul*, pg. 79-80)

After reading the assignment to a trusted person, the trusted person must email me saying you completed the assignment. You will turn in a 3-4 page double-spaced reflection paper on Moodle. In your paper, make sure you tell me who told your story to and why you chose them. Use this question to start off:

“How did this experience of reading my narrative to a person I trust change what and how I remember and what I feel?”

Use these questions to keep it flowing:

- How well do you remember the story of your life?
- Are there stages of your life that you do not recall as easily as others do? Why do you think that?
- To whom do you regularly tell the story of your life, not just the fact, but also what you felt during those events and what you think they mean?

PROJECTS

Projects will be assigned in class and due by the next class period.

Projects may include group work, individual projects, and self-directed exploration.