

Human Growth and Development
Course Syllabus
DEP2004 – Spring 2023

COURSE INFORMATION

Fall 2022

Course Title:	Human Growth and Development	Telephone No.:	352-658-4077, ext. 2117
Course No. and Section	DEP2004 80	Email:	dzielakj@cf.edu
Instructor Name:	Jennifer Dzielak		
Credit Hours:	3	Meeting Day & Time:	Wednesdays 5:00 PM – 6:15 PM
Course Location:	Levy Campus – Bldg. 0001; Room 208 Hybrid-Online/CANVAS		
Office Location:	Levy Campus, Rm. 111C	Meeting Dates:	January 09, 2023 – April 28, 2023
Office Hours:	Wednesdays, 3:30 PM – 4:30 PM		

Extended Emergency Closure

For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website at CF.edu.

COURSE DESCRIPTION

This course is a detailed study of the physical, cognitive, and social development throughout the human life cycle (<https://pr.cf.edu/files/college-catalog/2022-2023-Catalog.pdf>).

TEXTBOOK AND REQUIRED/OPTIONAL MATERIALS

Required Text - Title	Essentials of Life-Span Development	ISBN No.:	978-1-260-72680-0 *Access Code for McGraw Hill Connect
Author of Text:	John W. Santrock	Edition:	Seventh

STUDENT LEARNING OUTCOMES/COURSE OBJECTIVES

Critical Reasoning: The student will be able to reflect, analyze, synthesize, and apply critical thinking

1. The student will be able to accurately interpret evidence, statements, graphics, questions, etc.
2. The student will be able to identify important arguments.
3. The student will be able to thoughtfully analyze and evaluate alternative points of view.
4. The student will be able to draw valid conclusions.
5. The student will be able to justify and explain assumptions and reasons.

Communication: The student will be able to read, write, speak, and listen effectively in weekly and research assignments.

1. The student will be able to read materials and effectively understand essential facts and concepts.

2. The student will be able to write an organized document that communicates effectively and appropriately for the situation.
3. The student will be able to listen actively to comprehend main ideas and essential details.
4. The student will be able to express clear, well-organized ideas through oral and written communication.

Quantitative and Analytical Reasoning: The student will be able to understand and apply mathematical and scientific principles and methods in weekly assignments and exams.

1. The student will be able to perform accurate computations using the order of operations with and without technology.
2. The student will be able to identify and organize relevant information.
3. The student will be able to interpret and communicate an understanding of visual representations of data.

Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters in weekly assignments, quizzes, and exams.

1. The student will be able to demonstrate an understanding of the values and expressions of other cultures that arise from human experience.
2. The student will be able to identify scientific principles underlying human influence upon the earth and its inhabitants.
3. The student will be able to recognize complex historical, cultural, economic, and political forces that create societies as well as how these forces shape personal identity.
4. The student will be able to understand the local and global connections among power, knowledge, gender, and class.
5. The student will be able to understand the local and global connections between self-direction, cooperation, respect, responsibility, integrity, and social success.

Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications in weekly assignments, projects, quizzes, and exams.

1. The student will be able to organize data or information using appropriate electronic media.
2. The student will be able to access, research, and retrieve information using the Internet.
3. The student will be able to communicate with others using electronic media.
4. The student will be able to implement appropriate security measures in a digital environment.

Learning Objectives

1. The student will have an increased understanding of the life-long development of the individual in his, her, or their different social contexts.
2. The student will be enabled to anticipate and handle developmental changes in living through the life span.
3. The student will be able to appreciate the scientific method as applied to the study of behavior.

ASSESSMENT

Attendance: Each student is required to attend all class meetings. This class is a hybrid course, with meetings in person and online through Canvas/Zoom. Meetings will be recorded, posted, and they will have questions related to the lecture for you to complete. If the student is unable to attend a class for an acceptable reason (see Student Handbook), it is the student's responsibility to communicate with the instructor. Communication with the instructor about non-attendance is required in order for it not to affect your attendance grade. **Attendance will count for 5% of the Final Grade.**

Attendance is required for all tests and **there will be NO make-up tests**. Non-attendance does not constitute withdrawal from this course. It is the student's responsibility to complete the withdrawal forms by the appropriate date. Attendance will be based on attending live sessions, completing of assignments, quizzes, exams, and discussion posts. Communication is important, so please discuss any needs or concerns you may have regarding the course.

Make-Up Policy: No make-up work will be given unless there is an emergency or prior approval has been given by the instructor. In such an event, the student must notify the instructor before the exam or item is due unless the emergency prohibits it. A make-up exam must be taken within one week of the original exam date unless the emergency prohibits it. While you do not need to disclose personal details, let your instructor know as soon as possible if something is preventing you from participating online or completing work.

Proctoring: No proctoring of exams is required for this course.

Grading Scale (College of Central Florida 2022-2023 College Catalog):

Grade	Percentage	Grade Interpretation	Grade Point Value (per semester hour)
A	90-100	Excellent	4
B+	87-89	Very Good	3.75
B	80-86	Good	3
C+	77-79	High Average	2.75
C	70-76	Average	2
D	60-69	Poor	1
F	Below 60	Failure	No grade points

COURSE SCHEDULE AND TOPIC OUTLINE

Week/ Module #	Week of	Topic	Class Activities & Assignments
1	01/09/23- 01/15/23	Introduction	1. Reading Assignment: Chapter 1 2. Chapter Questions: Chapter 1 3. Discussion Post – Canvas 4. Quiz: Chapter 1
2	01/16/23- 01/22/23	Biological Beginnings	1. Reading Assignment: Chapter 2 2. Chapter Questions: Chapter 2 3. Discussion Post – Canvas 4. Quiz: Chapter 2
3	01/23/23- 01/29/23	Physical and Cognitive Development in Infancy; Socioemotional Development in Infancy	1. Reading Assignment: Chapters 3 & 4 2. Chapter Questions: Chapters 3 & 4 3. Discussion Post – Canvas 4. Quiz: Chapters 3 & 4
4	01/30/23- 02/05/23	Physical and Cognitive Development in Early Childhood	1. Reading Assignment: Chapter 5 2. Chapter Questions: Chapter 5 3. Discussion Post – Canvas 4. Quiz: Chapter 5
5	02/06/23- 02/12/23	Socioemotional Development in Early Childhood	1. Reading Assignment: Chapter 6 2. Chapter Questions: Chapter 6 3. Discussion Post – Canvas 4. Quiz: Chapter 6

6	02/13/23- 02/19/23	Physical and Cognitive Development in Middle and Late Childhood	1. Reading Assignment: Chapter 7 2. Chapter Questions: Chapter 7 3. Discussion Post – Canvas 4. Quiz: Chapter 7
7	02/20/23- 02/26/23	Socioemotional Development in Middle and Late Childhood	1. Reading Assignment: Chapter 8 2. Chapter Questions: Chapter 8 3. Discussion Post – Canvas 4. Quiz: Chapter 8
8	02/27/23- 03/05/23	Midterm - Chapters 1-8	Due by: 03/05/23 11:59 PM
9	03/06/23- 03/12/23	Physical and Cognitive Development in Adolescence	1. Reading Assignment: Chapter 9 2. Chapter Questions: Chapter 9 3. Discussion Post – Canvas 4. Quiz: Chapter 9
10	03/13/23- 03/19/23	Socioemotional Development in Adolescence	1. Reading Assignment: Chapter 10 2. Chapter Questions: Chapter 10 3. Discussion Post – Canvas 4. Quiz: Chapter 10
11	03/20/23- 03/26/23	Physical and Cognitive Development in Early Adulthood	1. Reading Assignment: Chapter 11 2. Chapter Questions: Chapter 11 3. Discussion Post – Canvas 4. Quiz: Chapter 11
	03/26/23	Research Paper Due Instructions and Rubric Posted Separately	Due by: 03/26/23 11:59 PM
12	03/27/23- 04/02/23	Socioemotional Development in Early Adulthood	1. Reading Assignment: Chapter 12 2. Chapter Questions: Chapter 12 3. Discussion Post – Canvas 4. Quiz: Chapter 12
13	04/03/23- 04/09/23	Physical and Cognitive Development in Middle Adulthood	1. Reading Assignment: Chapter 13 2. Chapter Questions: Chapter 13 3. Discussion Post – Canvas 4. Quiz: Chapter 13
14	04/10/23- 04/16/23	Socioemotional Development in Middle Adulthood; Physical and Cognitive Development in Late Adulthood	1. Reading Assignment: Chapters 14 & 15 2. Chapter Questions: Chapters 14 & 15 3. Discussion Post – Canvas 4. Quiz: Chapters 14 & 15
15	04/17/23- 04/23/23	Socioemotional Development in Late Adulthood	1. Reading Assignment: Chapter 16 2. Chapter Questions: Chapter 16 3. Discussion Post – Canvas 4. Quiz: Chapter 16
16	04/24/23- 04/30/23	Death, Dying, and Grieving	1. Reading Assignment: Chapter 17 2. Chapter Questions: Chapter 17 3. Discussion Post – Canvas 4. Quiz: Chapter 17
Final		Final Exam – Chapters 9-17	Due by: 05/03/2023 11:59 PM

STATEMENT: Due to unforeseen circumstances, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes.

ASSIGNMENTS

Assignment due dates are listed in McGraw-Hill and in Canvas. Unless otherwise noted, Reading Assignments, Chapter Questions, and Chapter Quizzes are due each Sunday, by 11:59 PM.

Expected Participation and Attendance

Discussion Board Expectations:

Each week, students will be asked to respond to certain Discussion Post Questions. Students will need to post replies to the appropriate week's Discussion Board in CANVAS. Students will be evaluated on the critical thought and depth of each posting. Postings should be a minimum of 100 words (one paragraph) in length and should contain a well-thought-out response with grammatically appropriate sentences. In the original post, students should ask their peers a question pertaining to the topic(s) discussed. Unless otherwise noted, students will also need to respond to at least one of their classmates' postings each week. A response of, "I agree", "Great post", or other similar responses, are not sufficient to earn full credit. Discussion Posts need to be cited using APA Style formatting.

Original posts are due each Friday, by 11:59 pm, and replies to peers are due each Sunday by 11:59 pm.

Each discussion question will present a topic or issue to which students will respond by utilizing the material from class, readings, and online research. All work should be original to students and sources need to be referenced.

McGraw Hill Connect Coursework

Students are expected to complete reading assignments, chapter questions, quizzes, and exams via McGraw Hill Connect.

Research Paper

The topics for the research paper will be discussed and assigned by Week 2. The format for the research paper needs to be: APA Style; in Times New Roman Font; Size 12; Double-Spaced; and at least 1,000 words, but not more than 1,500 words. All references must be cited using APA Style formatting.

Grading

Course Requirements	Percentage
Weekly Discussion Posts	20
Weekly Reading Assignments	15
Weekly Quizzes	15
Midterm Exam	15
Research Paper	15
Final Exam	15
Weekly Attendance	5
Total	100

COLLEGE POLICIES

Attendance Policy

Regular, punctual class attendance is the responsibility of every student who enrolls at the College of Central Florida; therefore, the institution is committed to enforcing the attendance policy in an effort to assist students in achieving their educational objectives. The documentation of student absences will begin on the first day of class, regardless of when the student registers. When a student has a legitimate reason for being absent, the instructor has the option of permitting the student to make up for work missed and may require an explanation for the absence. The college reserves the right to evaluate individual cases of nonattendance. See Student Handbook, Policy Manual, and Administrative Procedures.

Academic Integrity

Academic dishonesty (such as plagiarism or cheating) will not be tolerated and may result in disciplinary action under the Code of Student Conduct. Cases of academic dishonesty will be referred to a mandatory, two-hour Academic Integrity Seminar, which includes a fee (see the Student Handbook). Failure to attend the Academic Integrity Seminar will result in the assignment of a final course grade of "FF" on the student's transcript, denoting course failure due to a violation of the college's Academic Integrity policy. For a better understanding of academic integrity and ethical writing practices, please see The Office of Research Integrity's Guide to Ethical Writing or the CF Library's Academic Integrity guide.

Classroom Decorum

Disruptive behavior will not be tolerated. Disruptive students will be asked to leave the classroom. Continuous disruptive behavior will result in withdrawal from the course and disciplinary action under the Code of Student Conduct (see Student Handbook).

Equal Access/Equal Opportunity

The College of Central Florida does not discriminate against any person on the basis of race, color, ethnicity, religion, gender, pregnancy, age, marital status, national origin, genetic information or disability status in its programs, activities and employment. For inquiries regarding nondiscrimination policies, contact the Equity Officer, 3001 S.W. College Road, Building 40, Room 306A, 352-854-2322, ext. 1437, or smithc@cf.edu.

Disability Services for Students with Disabilities

To ensure students have equal access to educational opportunities here at the College of Central Florida, students with medical, sensory, physical, psychological, and/or cognitive disability are encouraged to register with the Office of Disability Services and request an application. If eligible, Disability Services will help facilitate approved accommodations for you. Please do this as soon as possible, to ensure that such accommodations are implemented in a timely fashion for your academic success. The Office of Disability Services is located in Building 5, the Bryant Student Union, Room 204, on the Ocala Campus. For more information visit the Disability Services webpage at <http://www.cf.edu/access>, or call 352-873-5843 for further information.

Professional counseling services are available for all college students who are experiencing anxiety, depression, PTSD, and stress; basically, all psychological issues that could affect their school, job, relationships, or their home lives. Services are provided by Florida-licensed mental health clinicians.

This confidential resource is for all college students who want to achieve their endeavors. The Counseling Department is located in Bryant Student Union Building 5, office 205B or office 205F. For more information about Counseling, you may call 352-854-2322 Ext. 1760 or Ext. 1286 or Ext. 1580.

CF Student Assistance Program

The CF Student Assistance Program is a confidential resource for assisting students who may have personal problems which could affect their school, work, or home lives. The Student Assistance Program provides early intervention and professional assessment and counseling to best meet the needs of the student. Services are free to all active CF students. The Student Assistance Program is managed by BAY CARE LIFE MANAGEMENT, a health management organization. A student may call a toll - free helpline during regular business hours Monday through Friday from 8:30 a.m.-5 p.m. For crisis situations after hours, on weekends, or holidays a student may call the same number and the therapist on duty will be paged and will promptly respond to the call. For services a student may call the following toll - free number: 1-800-878-5470. CF also has a counseling office where students may receive free confidential professional counseling by State licensed clinicians. For more information you may call 352-854-2322 ext. 1760 or visit the counseling office at the Bryant Student Union, Building 5, Room 204B or email ballardm@cf.edu.

Withdrawal

If you want to withdraw from this class, you must fill out the necessary forms and have them signed by the appropriate parties. If you just stop coming to class after the posted drop date, you may receive the grade of F.

See Academic Calendar and Registration Calendar for dates.

The college reserves the right to evaluate individual cases of non-attendance.

Students should be alerted to the following:

1. Withdrawals do not count in the CF GPA, but may not be viewed favorably at the university level or for financial aid.
2. A withdrawal counts as an attempt under the forgiveness/withdrawal policy and the course repeat policy.
3. There are increased costs to take the course on the third attempt (full-cost of tuition is the same as out-of-state rate).
4. There may be a reason a withdrawal request may be denied. Please see the college's withdrawal procedures.

Attendance Verification for Financial Aid

Attendance Verification is submitted each semester, generally in the third week of the term. Federal Student Aid requires that attendance is based on academic attendance or attendance at an academically-related activity. For this class, your attendance is verified based on the Discussion Posts

Additional Information

Early Support Program: The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. One of the ways we can accomplish this goal with you is through an Early Support Program. Our philosophy, based on extensive research and practice, is that when students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. Therefore, you may be contacted by your First Year Success Specialist, program Advisor and/or other resources on our campus if there is a time during the semester I feel it would be beneficial to your continued success. I am always your first point of contact for any concerns that affect your success or with course content, so I encourage you to come to me to discuss those issues. Also, be assured that I will first communicate any concerns I have with you and will then connect you with the other areas on our campus to help develop a network of support for you.

This course uses Canvas to post course materials. Go to myCF (mycf.cf.edu/ICS/), login, click on the Academics tab, and follow the link to Go to Canvas. If you are not familiar with Canvas, you may access a self-tutorial by hovering over the Courses tab in Canvas and clicking on the Getting Started in Canvas course. Additional Canvas tutorials can be found under the help menu in the upper-right corner of your Canvas page. If you have any questions or encounter any problems logging on to Canvas or within the system, contact the Distance Learning Help Desk Monday through Friday, 8 a.m.-4:30 p.m. (fall and spring hours), or Monday through Thursday, 8 a.m.-4:30 p.m. (summer hours), at dlhelp@cf.edu or at 352-854-2322, ext. 1317. You may also use the 24/7 Canvas help desk by clicking the Help link in the upper right corner of Canvas.

Library Resources: The CF Libraries are here to help with your research and information needs. Search the library catalog (library.cf.edu), or contact the Ocala campus library (library@cf.edu, 352-854-2322 ext. 1345) or the Citrus campus library (citruslb@cf.edu, 352-249-1205) with questions. Learn more about research help, online and database searching, and citing your sources by visiting the CF Virtual Library (cf.libguides.com) or by visiting the Ocala library (Building 3) or Citrus library (Building C2, Room 202) for one-on-one help. Course reserves: Course textbooks and/or supplemental course material may be on reserve at the Library. Please call to inquire. If the item you are looking for is not on reserve, ask your instructor if they are able to place a copy on reserve.

Testing Accommodations: Make-up Tests and/or Tests for Distance Learners. Testing Center hours are located at www.cf.edu/testing. Your instructor is required to make advanced preparations before you schedule your exam, so contact your instructor at least two weeks in advance regarding testing assistance.

When Should I Register for the Next Semester?

1. Registration is conducted by a process called **Priority Registration**. Those students who have earned hours may register ahead of those who have no earned hours or who have fewer earned hours.
2. This process provides opportunities for those students who are closer to graduation to enroll in classes before students with fewer earned credit hours. This ensures that students have an opportunity to register for the courses they need to be able to graduate on time before the courses are filled.
3. The enrollment process for the next semester begins EARLY in the current semester. It is important that you know your priority registration date and has your course choices planned out prior to that date.

4. Priority registration is also available to those students made eligible through the Disability Services office.

If you are unsure of what courses to enroll in or how to use the online registration system, it is highly recommended that you schedule an appointment with your academic advisor early in the current semester.

It is important that you register for the upcoming semester courses as soon as your **Priority Registration** date opens in order to get the **correct** courses and scheduled times that you will need for your degree and major

APPENDIX**Online Discussion Post Rubric:**

CRITERION	EXPECTED COMPETENCE LEVEL	MOVING TOWARD THE EXPECTED COMPETENCE LEVEL	NOT MET
Points	6-5	4-2	1-0
Content Understanding	<p>2 Points</p> <ul style="list-style-type: none"> The student understands ideas relevant to the topic under discussion. The student is able to apply relevant course concepts, theories, and materials correctly to the topic under discussion. The student indicates a level of understanding by the use of appropriate examples, counterexamples, demonstrations, and explanations that are clear and concise. 	<p>1.5 Points</p> <ul style="list-style-type: none"> The student's ideas are reasonably clear. The student explains and applies relevant material, but the reader/listener needs to make some guesses as to what the student meant. There are a few grammatical mistakes Some vocabulary is not used correctly Context is general, supported by some facts and examples. 	<p>.50 Points</p> <ul style="list-style-type: none"> The student has not been able to support ideas. The ideas are limited and difficult to understand. Terminology is irrelevant or used incorrectly.
Reasoning	<p>2 Points</p> <ul style="list-style-type: none"> The student has a clear idea of the topic under discussion and is able to apply relevant personal, professional, or other experiences. 	<p>1.5 Points</p> <ul style="list-style-type: none"> The student contributes relevant experiences and items. 	<p>.50 Points</p> <ul style="list-style-type: none"> The student contributes experiences, but they lack relevance.
Classmate Interaction and Reference	<p>2 Points</p> <ul style="list-style-type: none"> The student interacts with classmates, relating the discussion to relevant course concepts and extending the conversation. The student appropriately cites the information used in the pose. 	<p>1 Point</p> <ul style="list-style-type: none"> The student interacts with classmates with relevant course concepts. 	<p>0 Points</p> <ul style="list-style-type: none"> The student does not contribute relevant concepts. The student does not interact with other students. The student does not cite the information described in the post.