

Human Growth and Development

Syllabus Summer 2023

Summer B (June 28 – August 9)

I. Course Information

Course Title: Human Growth and Development

Course No. and Section: DEP2004 (31)

Credit Hours: 3

II. Instructor Information

Instructor Name: Amira Sims, MS | Learning is my thing.

Office Location: Ocala campus Bldg8 Room 106G

Office Hours: 9:30am – 10:00am Mondays and Wednesdays

Meeting Day & Time: Mondays and Wednesdays | 10:00 am to 11:50 pm

Course Location: Bldg 8 Room 104 AND online via Canvas

Meeting Dates: 6/28 – 8/9

Telephone No.: ex.1612

Email: simsa@cf.edu | Please use Canvas Inbox

III. Additional Instructor Information

Greetings beautiful people! We have approximately 7 weeks to explore this fascinating topic together. In this class we will become explorers of the human condition. We will examine the ways humans change and stay the same over the course of their lifespans. Science is our flashlight and scholarly research is our guide.

Because this is a hybrid class, students are free to access course content whenever it suits their needs. The due dates for class participation and assignments allow for most work to be completed on a weekly basis. Students are expected to meet the due dates and to be active in the course (logged in to Canvas) a minimum of two times per week and to come to the face to face (f2f) sessions. This is a Gordon rule class. There is a minimum writing requirement.

IV. Extended Emergency Closure

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

V. Course Description

A detailed study of the physical, cognitive, and social development throughout the human life cycle. This class is an exploration of the growth and decline of human beings. We consider three domains of development and explore how nature and nurture interact to make each person who they are.

VI. Additional Course Description Information

As a registered student in this class, you assume the responsibility for conducting yourself in a manner that contributes positively to CF's learning community as described in the Student Code of Conduct. This class may require participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the semester that you may not personally agree with or even understand - as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint. Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don't agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. Should a student feel uncomfortable with how course content is presented or discussed, please contact the instructor for further conversation.

Brief statement of teaching philosophy and/or expectations:

Teaching philosophy and expectations: I have three goals as an instructor. I want to inform, inspire, and promote interaction. To accomplish these goals I rely on scholarship, discussion, humor, entertainment, lecture, and an artistic whimsy that is uniquely universal. I expect students to enjoy my class. I challenge students to delve deeper than their personal assumptions about what makes people who they are. Science is our magnifying glass in this class.

Pre/Corequisites: ENC1101 and Psy2012

VII. Required Materials

Required Text Title: Invitation to the Life Span

Author of Text: Kathleen Stassen Berger

Edition: 5th

ISBN No.:139781319331986

Optional Materials: N/A

VIII. Student Learning Outcomes/Course Objectives

Student Learning Outcomes/Course Objectives

Institutional Learning Outcomes	Reflection	Exam	Group Project	Classroom Participation	Discussions
Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.					
4. Identify assumptions, bias, and point of view of information presented.	X	X	X		
Communication: The student will read, write, speak, and listen effectively.					
1. Read materials and effectively understand essential facts and concepts.		x	X	X	X
2. Write an organized document that communicates effectively and appropriately for the situation.	x				X
Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.					
1. Demonstrate an understanding of the values and expressions of other cultures that arise from human experience.			X	X	

This list offers you a consistent way to see how CF's global learning outcomes are assessed in each class. This is for information purposes only and does not change the grading system used in this class. Only those learning outcomes relevant to this course are included below.

Learning Outcomes & How Measured: See chart above

IX. Assessment

Students can earn points by completing reflections, tests, a group project, and by participating in class discussions both face to face and online.

Attendance: You are required to attend all class meetings. Attendance is required for all tests and **there will be only one make-up test**. Non-attendance does not constitute withdrawal from this course. It is your responsibility to complete the withdrawal forms by the appropriate date.

For the complete grading scale, see the current CF catalog.

Make-up policy No make-up work will be given unless there is an emergency or if I have given you prior approval. In such an event, you must notify me before the exam or item is due unless the emergency prohibits it. You might be asked to bring proof of the emergency. The make-up exam must be taken during the final week of the course or when made available by the instructor. While you do not need to disclose personal details, let me know as soon as possible if something is preventing you from participating online or completing work.

X. Proctoring

This course requires proctored assessment(s). Assessments are proctored online through Honorlock or at a CF Testing location. If you plan to take a proctored exam online, you will be required to have a computer with Google Chrome, webcam and microphone, as student identity must be verified on proctored quizzes and tests.

XI. Course Schedule/Outline

Tentative class schedule

Technology: This is a hybrid class. We meet face to face on Mondays and Wednesdays and the remainder of the lessons, assignments, and assessments are completed online using CANVAS. Students are expected to be comfortable with CANVAS and MS office. Technological difficulties do not count as a reasonable excuse for inactivity, missing, or incomplete work.

Course Schedule

Week	Topic Preparation	Monday	Wednesday	Activities Evaluation	Points
1	The Beginning The First 2 Years	6/26	6/28 1 st day	Syllabus quiz D1	10 25
2	Early Childhood	7/3	7/5	D2 Paper 1a	25 25
3	Middle Childhood	7/10	5/31	D3	25
4	Adolescence	7/17	7/19	Test 1 Paper 2a	100 25
5	Adulthood	7/24	7/26	D4	25
6	Late Adulthood	7/31	8/2	Group Project Paper 3a Reflection	100 50 10
7	Death & Dying	8/7		Test 2	100
	Class participation weeks 1 - 7				80
Subtotal					600

No assignments accepted after 6/21 and no final exams accepted after 6/26. Upload your assignments to Canvas or turn in a hard copy depending on instructions. **Do not email your assignments.**

Grading scale:

600 points | 540-600 A | 539-480 B | 479- 420 C | 419 – 360 D | 359 F; needs improvement
 A = 90-100%; B+ = 87%-89%; B = 80-86%; C+ = 77%-79%; C = 70-76%; D = 60-69%; F=59%
 and below

Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. I will always strive to be fair about any changes.

XII. College Policies

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When you connect to resources and support systems on campus early, you are much more likely to be successful in your classes and complete your path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports and policies.](#)

XII. Equity Statement

College of Central Florida offers equal access and opportunity in employment, admissions and educational activities. The college will not discriminate on the basis of race, color, ethnicity, religion, gender, pregnancy, age, marital status, national origin, genetic information, sexual orientation, gender identity, veteran status or disability status in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of gender and violates this policy statement, the college will not tolerate such conduct. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Mary Ann Begley, Director of Compliance and Planning – Title IX Coordinator, Ocala Campus, Building 3, Room 117H, 3001 S.W. College Road, 352-291-4410, or Equity@cf.edu.