

# DEP2004 Syllabus Summer 2023

Summer C (May 15 – Aug. 9)

## I. Course Information

Course Title: Human Growth and Development

Course No. and Section: DEP2004-71

Credit Hours: 3

## II. Instructor Information

Instructor Name: Dr. Tammi Viviano-Broderick

Office Location: 3-219A

Office Hours: Mondays, 8-10 pm online in Canvas chat and Zoom

Meeting Day & Time: N/A – course is asynchronous online

Course Location: online in Canvas

Meeting Dates: N/A – online course with no required meetings

Telephone No.: 352-854-2322 ext. 1440

Email: [vivianot@cf.edu](mailto:vivianot@cf.edu) or use the Canvas Inbox (preferred)

## III. Additional Instructor Information

Welcome to Human Growth and Development online! My name is Dr. Tammi Viviano-Broderick and I am your instructor for this course online. I have been teaching at CF for over 18 years, most of those online. I am also the dean of E-Learning and Academic Services which means I get to work with e-learning (online and hybrid courses), the library, tutoring (free to all CF students!), and faculty professional development. And, of course, I teach - psychology courses (General, Human Growth & Development, and Abnormal). I love my job! You will get to read more about me and meet me virtually through a video in Canvas once our class begins. I will look forward to meeting you virtually at that time as well. Please note that content will publish for the first week by 8 am on Monday, May 15th. I look forward to working with you this summer!

#### **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.

#### **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 discussions 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.

Statement of teaching philosophy and expectations: I want you to learn the material in this class and be able to apply it to your life and the real world. I want you to demonstrate proper writing, including paraphrasing, synthesizing, citing, and

referencing. I will strive to make the learning experience interesting and varied by offering multiple opportunities to interact with the material, your peers, and your instructor online. I expect you to work online in this class each week, attend to your assignments, be open to learning, and always giving your best.

Statement of course goal: The overall goal is to develop knowledge of development across the lifespan. The use of various online instructional information, discussion board topics, activities, exams, and papers/projects will facilitate the learning process and encourage critical thinking. Students will be encouraged to take an active role by relating the course material to their own experiences. I hope you will enjoy actively exploring developmental psychology and human growth.

The overarching course learning objectives for human growth and development include:

- The student will demonstrate an understanding of the biological, cognitive, emotional, and social processes and contexts throughout the lifespan.
- The student will analyze the major theories of development.
- The student will apply developmental principles and theories to enhance one's understanding of the development of oneself and others.

Pre-requisites: PSY2012 and ENC1101

## **Getting Started**

Welcome to Human Growth and Development, online. This is a traditional online course with no required live or synchronous meetings. You have work due twice every week and are expected to be online in our class each week to complete assignments.

While this course doesn't require synchronous meetings, the time commitment is similar to a face-to-face course. In addition to the 4 hours you would usually be in a lecture class each week (for a Summer C course), you also need to spend an additional 4 or more hours reading, doing homework, watching videos, engaging in discussions, writing papers, taking exams, etc. This isn't meant to scare you; it is offered so you understand the reason for the amount of work and expected time commitment. Research shows that learning information in this format can be helpful for memory because you practice learning the latest information in a variety of formats, lessening how much forgetting occurs.

After you have read this entire syllabus, go to the College Policies tab in Canvas and read that information. Then go to the Modules tab and read each item in the Getting Started/Course Information module. Then you can access the Week 1 module, which contains initial assignments as well as Chapter 1 assignments due in the first week.

One of your first assignments is to submit in the "Syllabus Statement Drop Box," in the Week 1a module, the following statement: I \_\_\_\_\_ [insert your preferred name] have read and understood this entire syllabus and college policies and I accept this as my contract for this course. My cell phone number is \_\_\_\_\_ [insert phone #] and my Patriot's email is \_\_\_\_\_ [insert Patriot's email].

Including your phone number and email will help in case I ever need to contact you outside of Canvas. I am the only one who can see these syllabus statement submissions. This assignment is worth up to 20 points. There is also a syllabus quiz worth up to 30 points. To introduce yourself and learn about your classmates, there is a Flipgrid video introduction assignment worth up to 20 points. Finally, there is an Orientation Video on how to use Connect, worth 20 points. You must master the syllabus quiz and complete the intro assignments before moving on in this class.

The college will only email you through Canvas or through your CF Patriot's email. Canvas alerts and notifications will forward to your Patriot's email as well. If you do not have Patriot's email yet, go to [MyCF](#). On the home screen, you can see the information on how to activate your Patriot's mail. If you have any problems accessing MyCF or with your email, call IT Help at 352-854-2322, ext. 1378 for assistance. It is also recommended that you click on the Account icon on the main Canvas navigation menu and enable your notifications. Here you are also able to add your photo, add an additional email address, and select your preferred pronouns if you choose. If you also use a mobile device, the Canvas Student app can be helpful as it will allow push notifications to your device.

Canvas Support: If you encounter any problems in Canvas, contact the Distance Learning Help Desk Monday through Thursday 8:00 a.m. to 4:30 p.m. at [DLhelp@cf.edu](mailto:DLhelp@cf.edu) or at 352-854-2322, ext. 1317. For more information on e-learning and Canvas, go to our [website](#). There is also 24/7 Help available through Canvas, available by clicking "Help" on any screen in Canvas. There is no required orientation for this class. Please read this syllabus and then direct any questions to me through Canvas through the Inbox (email) or on the General Discussion Board.

Technical Skills Needed: This is an online class and there are technical skills required. You need to know how to use our online Learning Management System, Canvas. If you are not familiar with Canvas, you should review the Getting Started in Canvas course, located in Canvas under the Courses tab on the left (If you do not see it, click on All Courses at the bottom to find it). Some of the technical skills you will need to use in this course include uploading attachments into an assignment drop box, sending emails including those with attachments through the Inbox, creating files in a word processing program, saving files in Microsoft Word or PDF

file types, copying and pasting information, downloading and installing software, downloading and opening files, enabling pop-ups and insecure/mixed content when class content requires it, and trying new technology as requested.

Specialized Content (Read this before using your McGraw-Hill Connect code): This course is using specialized content through McGraw-Hill's Connect. To access Connect, log in to Canvas and go to your DEP2004 class. Click on McGraw-Hill Connect on the left and follow the on-screen instructions. If you click on the Connect link and nothing happens, look for an X or a shield in the upper right corner alerting you that it is insecure/mixed content (or click to allow insecure/mixed content if prompted). You may also access Connect through the Connect assignments in the modules.

This specialized content is required to read your e-book, complete chapter assignments and assessments on the reading, complete video quiz assignments, and complete the Quest role-play assignments as your class projects and two of your papers, so if you did not purchase an access code and e-book, then you will need to purchase access (through links in Canvas for the Connect access).

Do not go directly to the Connect website. Go only through the link provided under the link in Canvas. You may use the two-week free trial to get you started before you purchase access. If you are expecting to receive financial aid, you may use the charge system at the CF Bookstore in the first week of classes (see more info at MyCF).

## **VII. Required Materials**

Required Text Title: *Essentials of Life-Span Development*

Author of Text: Santrock, J.W.

Edition: 7th

ISBN No.: 9781265892845

Required Materials: e-textbook, Connect access code, Internet access

## **VIII. Student Learning Outcomes/Course Objectives**

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**

**Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.**

Identify assumptions, bias, and point of view of information presented.

Measured: Quest Project/Paper

**Communication: The student will read, write, speak, and listen effectively.**

Read materials and effectively understand essential facts and concepts.

Measured: Exam

Write an organized document that communicates effectively and appropriately for the situation.

Measured: Paper

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

Demonstrate an understanding of the values and expressions of other cultures that arise from human experience.

Measured: Quest Project

## **IX. Assessment**

Exams: There will be four exams, worth 50 points each, each offered online through the Canvas system. These exams consist entirely of objective questions (primarily multiple choice). These exams total 200 points and account for 20 percent of your class grade.

All exams are online, under the Canvas system, for a specified time only, as indicated on the course outline in this syllabus. Once you have started taking an exam, you will be given 90 consecutive minutes in which to complete it, assuming you began the exam at least 90 minutes before it is due. You must answer all of the questions within that time. If you log off or lose your internet connection, your time continues to pass and you will need to log back in before your time expires to complete and submit the exam.

Once you enter the exam, you will be given one exam question at a time though you may navigate to any question at any time. You must select your answer for each question by clicking the circle next to your choice. Once you have completed the exam, you must click “Submit.” Do not click submit until you are finished with the exam. Test questions may come from any material presented online or in the text. You will be able to see the entire exam about a week after the exam has closed and all students in the class have completed the exam. You need to work on your exams independently of other students, though you may use your book and notes for all exams. These exams are open-book, therefore no retakes will be permitted on an exam due to a low score. Even though the exams are open-book, I



strongly urge you to thoroughly study the material so well that you can apply it, as you will be required to do this regularly on the exams. Exams are located under the week's module in which they are due.

Papers: Another major portion of your grade will come from four required papers described briefly here with more details provided in Canvas in the Getting Started/Course Information module. You are required to read the paper topics at the beginning of class in order to move on to the work that is due. As a Gordon Rule Writing class, this course includes a significant writing component. "Per state policy, the quality of student writing must demonstrate substantive writing at a 'C' level or higher proficiency in order to earn a 'C' grade or higher in the course as a whole." Even if your overall course average is a "C" or higher, you cannot earn higher than a "D" if your writing assignments do not average at least 70%. Students who fail to turn in all papers, on time or within the late penalty time (see below), will not be able to earn higher than a "D" or "F" in this course. However, submitting all papers does not guarantee you a passing grade.

This writing requirement will be met through four papers, each described in detail in Canvas. Paper 1 involves writing a reflection of one of the child Quest activities (Quest activities are accessed through Connect). Paper 2 involves writing a letter to a current or future child for their 18<sup>th</sup> birthday. Paper 3 involves writing a reflection of one of the adult Quest activities. Paper 4 involves writing your own obituary as a way to reflect on the life you hope to live. Please read the instructions for each paper as they include details on what to include and the scoring rubric that will be used to grade each.

All papers are submitted in a Paper Submission Drop Box in the week's module in which they are due. Each paper is worth up to 75 points, for a total of 300 points, which is 30% of your overall course grade.

Papers must be submitted as Word documents or PDF files only. All papers will be submitted to an online system to check for plagiarism. Your papers must be typed and written using your own words. However, using a proofreader is acceptable and highly desirable. No rewrites will be permitted on papers. You may also submit your paper to the CF Writing Center or to Tutor.com free online tutoring (link in Canvas) but be sure to contact them about how far in advance you will need to submit a paper to be proofed.

Homework: Another major portion of your grade will come from homework assignments. For each chapter, you will need to complete the readings and then the chapter assignment and assessment. Most chapters also include a Quest activity in which you role play as a character at various developmental stages and then answer questions in a separate assignment regarding the concepts covered in the Quest. In addition, there are Participation Homework (PHW) assignments in Canvas for each unit of 4 chapters and then a final participation homework. The participation homework will help you apply concepts you are reading about through a variety of participation topics that you will respond to with a discussion, media file, power point, Sway, Prezi, or video and publish to the class. The Connect activities will help you gauge your understanding of the readings and help you apply what you are learning. There are 5 participation HW assignments worth 30 points each with one drop PHW grade (for a total of 120 points), and 62 Connect activities with 2 drop Connect grades (assignments, assessments, Quest Journeys, and Quest questions) worth 5 points each (for a total of 300 points), for a total of 420 homework points, which is 42% of your grade. As you can see, homework is critical to doing well in this class.

Required Intro Work: You will also have an Introduction assignment, worth 25 points (see Week 1 Intro module) along with the syllabus statement drop box

submission mentioned under “important information” at the beginning of this syllabus, which is worth 20 points. There is also a syllabus quiz that must be completed and mastered at 90% or higher before you can move on to Chapter 1 work, worth 30 points. Finally, there is a Connect Orientation Video assignment worth 5 points (reminder: you may use the two-week free trial of Connect to get started, but don’t delay ordering your book as there is sometimes a delay in receiving it. Using financial aid? You can charge against expected aid in the first week at the CF bookstore). These intro assignments total 90 points, which is 9% of your class grade.

All work will be posted by 8 a.m. on Monday each week and work will usually be due on Mondays at 11:59 p.m. each week (except as otherwise posted). While not all information your professor posts may be relevant to you, it is a good idea to read her postings, announcements, submission comments, and emails at least twice each week in order not to miss important information. Successful students often schedule time at least three times each week in which to read, work on homework and other assignments, and review their notes. If you were taking this as a lecture class, you would be in class for four hours each week in the Summer C term and then completing several hours of homework as well.

Extra Credit: Before each exam, there will be a discussion board posted asking you to reflect on what you are learning and what you have questions about. Students who post to this discussion will earn 5 extra credit points, for a total of up to 25 extra credit points. In addition, students who try to help a peer by responding to a question posted will earn an additional 5 extra credit points, for a total of up to 25 extra credit points. Additional extra credit may be offered, but is not guaranteed. Extra credit is due on the date indicated before 11:59 pm and will not be accepted late.

In order to protect students' right to privacy, grades will not be posted, emailed, or given by phone (FERPA). However, you can check on your grades often by clicking on the Grades tab in Canvas. The percentages displayed in Canvas may not always be 100% accurate, depending on work to be graded (the percentage will be accurate at the end after all work has been graded). If you want to see your current grade, go to Grades tab, and add up your points earned on each assignment and divide it by total points available at that time and multiply by 100; this will show you where you stand in percentage format. Every attempt will be made to return all work, graded, within one week of the date it was due. However, during peak grading times, especially when papers are due, it may take a little longer to complete the grading. Updates will be provided in Canvas. Late work may not be graded until the end of the semester.

Please note that you should never share any of your login credentials or passwords to MyCF or Canvas with anyone as to do so is a violation of the student code of conduct. Make sure you logout of any computer or device used to access your course materials and grades in order to protect your privacy.

Assignment Breakdown:

Exams (4):  $50 + 50 + 50 + 50 = \mathbf{200 \text{ points possible}}$

Papers (4 papers):  $75 + 75 + 75 + 75 = \mathbf{300 \text{ points possible}}$

Homework (5 participation HW (1 dropped) and 62 Connect (2 dropped)): 4 @ 30 points each for participation HW assignment, and 60 @ 5 points each for Connect chapter activities = **420 points possible**

Intro Work (4): Introduce Yourself 25 + Syllabus Statement 20 + Syllabus Quiz 30 + Connect Orientation Video assignment 5 = **80 points possible**

**Total Points Possible: 1000**

**Attendance:** You are required to login each week online and complete assignments. 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 list of grading scales, see the current CF catalog. Grading scale for this course (note, this class uses a points system, not a percentage; minimum points needed for each grade are indicated below):

A 90-100% 900 points or more

B+ 87-89% 870-899 points

B 80-86% 800-869 points

C+ 77-79% 770-799 points

C 70-76% 700-769 points

D 60-69% 600-699 points

F 59% and below 599 or fewer points

FF failure due to violation of academic integrity (see college policies below for more details)

Make-up policy: Make-up work is available. For each day an assignment is late, 5 percentage points may be deducted and all late work must be turned in no later than 10 days after its original due date or it will not be graded, unless there is a valid reason. If you know ahead of time that you must miss an exam or assignment for a valid reason, you may request to complete it early, provided you have given at least one week's notice. 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. Likewise, if I detect that you are not performing well, are missing assignments, or may have reason to benefit from additional resources, I will email you and may also refer you to CF's Early Support Program.

## **X. Proctoring**

This course does not require proctoring for assessments. All work, including exams, is completed online and you may use your book and notes to complete all work.

## **XI. Course Schedule/Outline**

Tentative class schedule

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 1</b>	Introduction and Chapter 1: Read items in Getting Started module Read Syllabus and College Policies Complete Intro assignments: Syllabus Statement, Syllabus Quiz, Introduce Yourself, Connect Orientation Video assignment Read Ch. 1 Complete Ch. 1 Connect activities: Ch. 1 Assignment, Ch. 1 Assessment Watch Quest information videos	5/22	90
<b>Week 2</b>	Chapter 2 and Chapter 3: Watch Brief Introduction to the Topic videos Read Chapter 2 Complete Ch. 2 Connect activities: Ch. 2 Assignment, Ch. 2 Assessment Watch Brief Introduction to the Topic videos Read Chapter 3 Complete Ch. 3 Connect activities: Ch. 3 Assignment, Quest role play and assignment – Gabi, Ch. 3 Assessment	5/30*	30

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 3</b>	<p>Chapter 4:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 4</p> <p>Complete Ch. 4 Connect activities: Ch. 4 Assignment, Quest role play and assignment – Haruki, Ch. 4 Assessment</p> <p>Complete: Ch. 1-4 Participation Homework</p> <p>Take: Exam 1</p> <p>Optional: Reflection assignment</p>	6/5	100
<b>Week 4</b>	<p>Chapter 5:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 5</p> <p>Complete Ch. 5 Connect activities: Ch. 5 Assignment, Quest role play and assignment – Zoe, Ch. 5 Assessment</p>	6/12	20
<b>Week 5</b>	<p>Chapter 6:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 6</p> <p>Complete Ch. 6 Connect activities: Ch. 6 Assignment, Quest role play and assignment – Oliver, Ch. 6 Assessment</p> <p>Submit: Paper 1</p>	6/19	95



<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 6</b>	<p>Chapter 7:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 7</p> <p>Complete Ch. 7 Connect activities: Ch. 7 Assignment, Quest role play and assignment – Abby, Ch. 7 Assessment</p>	6/26	20
<b>Week 7</b>	<p>Chapter 8:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 8</p> <p>Complete Ch. 8 Connect activities: Ch. 8 Assignment, Quest role play and assignment – James, Ch. 8 Assessment</p> <p>Complete: Ch. 5-8 Participation Homework</p> <p>Take: Exam 2</p> <p>Optional: Reflection assignment</p>	7/3	100
<b>Week 8</b>	<p>Chapter 9:</p> <p>Watch Brief Introduction to the Topic videos</p> <p>Read Chapter 9</p> <p>Complete Ch. 9 Connect activities: Ch. 9 Assignment, Quest role play and assignment – Rohan, Ch. 9 Assessment</p>	7/10	20

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 9</b>	Chapter 10: Watch Brief Introduction to the Topic videos Read Chapter 10 Complete Ch. 10 Connect activities: Ch. 10 Assignment, Quest role play and assignment – Kate, Ch. 10 Assessment Submit: Paper 2	7/17	95
<b>Week 10</b>	Chapter 11 and Chapter 12: Watch Brief Introduction to the Topic videos Read Chapter 11 Complete Ch. 11 Connect activities: Ch. 11 Assignment, Quest role play and assignment – Martinez, Ch. 11 Assessment Watch Brief Introduction to the Topic videos Read Chapter 12 Complete Ch. 12 Connect activities: Ch. 12 Assignment, Quest role play and assignment – Allison, Ch. 12 Assessment Complete: Ch. 9-12 Participation Homework Take: Exam 3 Optional: Reflection assignment	7/24	120

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 11</b>	Chapter 13 and Chapter 14:  Watch Brief Introduction to the Topic videos  Read Chapter 13  Read Chapter 14  Complete Ch. 13 Connect activities: Ch. 13 Assignment, Quest role play and assignment – Felisha, Ch. 13 Assessment  Complete Ch. 14 Connect activities: Ch. 14 Assignment, Quest role play and assignment – Harvey, Ch. 14 Assessment  Submit: Paper 3	7/31	115

<b>Week</b>	<b>Preparation, Activities and Evaluation</b>	<b>Date Due</b>	<b>Points</b>
<b>Week 12</b>	Chapters 15, 16, and 17: Watch Brief Introduction to the Topic videos Read Chapter 15 Read Chapter 16 Read Chapter 17 Complete Ch. 15 Connect activities: Ch. 15 Assignment, Quest role play and assignment – Geraldine, Ch. 15 Assessment Complete Ch. 16 Connect activities: Ch. 16 Assignment, Quest role play and assignment – Emilio, Ch. 16 Assessment Complete Ch. 17 Connect activities: Ch. 17 Assignment, Ch. 17 Assessment Complete: Ch. 13-17 Participation Homework Submit: Paper 4 Optional: Reflection assignment	8/7	155
<b>Final</b>	Review Chs. 13-17 Complete: Final Participation Homework Take: Exam 4	8/8	80

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](mailto:Equity@cf.edu).