

Master Course Syllabus

Your College, Your Future



Established 1969

PSY-203 HUMAN GROWTH AND DEVELOPMENT

Course Number	PSY 203
Course Title	Human Growth and Development
Credit Hours	3
Prerequisites	None
Course Description	This course is a study of the physical, cognitive, and social factors affecting human growth, development, and potential.
Course Objectives	<p>Identify the three major questions assessed by scholars of lifespan development?</p> <p>Explain six controversies of child development scholars.</p> <p>Describe the major research designs in lifespan development studies.</p> <p>Identify research strategies designed to disentangle the influence of genes versus environment in human development.</p> <p>Describe five overarching characteristics of Erik Erikson's theory.</p> <p>Describe the positive and negative poles of each of the psychosocial crisis.</p> <p>Explain three parenting styles and their effects child outcomes.</p> <p>Identify the major theories and research findings to the effects interparental conflict on children.</p> <p>Describe Ainsworth's attachment theory describe the assumptions of Rohner's PART theory.</p> <p>Identify the assumptions of structural, strategic, and Bowenian family theories.</p> <p>What are the major assumptions of object relations and schema theories?</p> <p>Describe the major assumptions of Piaget's stage theory of cognitive development.</p> <p>Define the major assumptions of Kohlberg's theory of moral development</p>

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	Describe Carol Gilligan's key challenge to Kohlberg's theory. Describe six principles of motor development. Describe the major changes that occur during puberty. Describe major causal theories of aggression.
Course Developer	Dr. Glenn Clingempeel
Means of Instruction	Lectures, discussions, and experiential exercises
Required Textbook/Written Materials/Supplies	<i>See Booklist online for current book.</i>

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General Education Core Competencies

General Education Core Competencies	Course Methodology, Content and/or Assessment
<p>Communication: Students will be able to communicate effectively through reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> • Prepare written documents in a professional manner. • Develop oral communication skills to present information in a professional and appropriate manner. • Demonstrate appropriate listening skills in one-on-one and small and large group settings. 	<p>Facilitate productive class discussions of course content, using these discussions to elucidate course content, illustrate diversity of ideas, and foster respect for individuals and their ideas despite differences of opinion.</p>

General Education Core Competencies	Course Methodology, Content and/or Assessment
<p>Mathematical Reasoning: Students will apply those mathematical skills appropriate to their program of study.</p> <ul style="list-style-type: none"> • Analyze and solve mathematical problems needed in the workplace, daily life and educational environment. • Interpret data using analytical methods. 	
<p>Critical Thinking: Students will employ effective processes for resolving problems and making decisions.</p> <ul style="list-style-type: none"> • Identify problems and potential causes. • Solve problems using basic research, analysis and interpretation. • Evaluate results of solutions and revise strategies as indicated by findings. 	<p>Expose students to different methods for critically evaluating social science hypotheses and theories. Illustrate those ideas about what to study and how to conduct good research may depend upon underlying philosophies of science, disciplinary biases, and the values of the investigator.</p> <p>Elucidate and focus substantial attention on the <u>major</u> controversies and debates in order to instill “The Big Picture.” Show how specific research projects influence and are influenced by these overarching issues.</p> <p>Promote creative thinking and moving beyond “conceptual ruts”. Show how specific paradigms and derivative theories may yield “limited “conceptions of “truth.” Stimulate thinking about rapprochement/integrative models and strategies of theory development (e.g., inductive and deductive approaches).</p>

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<p>Technology Utilization: Students will apply knowledge of computers on a level compatible with job and/or educational demands.</p> <ul style="list-style-type: none"> • Demonstrate a basic knowledge of computer applications including word processing, spreadsheets, databases, and presentation software. • Use basic operating system functions competently (e.g. store and retrieve data, load software). • Demonstrate communication and research skills through use of the internet. 	<p>Use class demonstrations and role-play to demonstrate social science principles. Emphasize advances in modern technology for obtaining and presenting information i.e. internet searches, multimedia presentations and etc.</p>
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General Education Core Competencies	Course Methodology, Content and/or Assessment
<p>Interpersonal Skills: Students will deal effectively and appropriately with others.</p> <ul style="list-style-type: none"> • Interact well with individuals and groups from diverse backgrounds and cultures. • Work with others in situational analysis, problem solving, and task accomplishment. • Demonstrate respect for the rights, work, and views of others. 	<p>Establish a classroom atmosphere characterized by respect, courtesy, and concern for students and their unique strengths and weaknesses.</p> <p>Sensitize students to individual differences and commonalities associated with gender, race/ethnicity, social context, and culture.</p>
<p>Professionalism: Students will exhibit professionalism through observances of a code of ethics, a sense of responsibility, good habits, and a positive attitude.</p> <ul style="list-style-type: none"> • Demonstrate personal and business integrity and ethics. • Recognize, manage, and cope with the transitions of change. • Utilize informational resources for lifelong learning. 	<p>Outline and reinforce clear and consistent expectations and guidelines regarding both course requirements and classroom conduct.</p>

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College Policies

Policy Type	Policy Description
Attendance Policy	<p>Williamsburg Technical College does not require specific attendance in a course. Acknowledging that participation supports student success in coursework, however, individual instructors may set attendance guidelines for the course. Those specific guidelines must be included in the course syllabus. (<i>See Syllabus Addendum provided by the instructor.</i>)</p> <p>In addition, students must attend during the first two weeks of class or inform the instructor of their intent to attend to remain on the class roster. If no prior arrangements have been made and the student does not attend during the first two weeks following the semester start date, the student will be dropped as a “no show” from that course following the second week of class.</p> <p>Class rosters will be final as of the end of the second week of classes.</p> <p>Students may withdraw from a class at any time by completing a withdrawal form in the Student Services Office. A student can only receive a “WP” grade if withdrawal is completed in the Student Services Office prior to the last date to receive a “WP” grade published in the academic calendar. Students who fail to withdraw by the specified time will receive a letter grade for the course. For specific procedures related to this policy, refer to WTC Procedure D-23.1.</p>
Policy Type	Policy Description
Policy for Students with Disabilities	<p>The Student Affairs Division provides counseling and support services which help students with disabilities to pursue academic programs of their choice and participate fully in campus life.</p> <p>The AVP for Student Affairs can arrange counseling, special parking, priority registration, and other reasonable services needed by students with disabilities. Students with disabilities are encouraged to contact the AVP for Student Affairs to discuss needs and concerns as they arise.</p>
Policy for Academic Misconduct	<p>All forms of academic dishonesty including, but not limited to, cheating on tests, plagiarism, collusion, and falsification of information will call for discipline. See the Student Code & Grievance Procedure in the Williamsburg Technical College Catalog for details.</p>

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Grading Policy	<p>The College operates on the semester hour system, and the following symbols are used in grading:</p> <p>A-- Excellent B -- Above Average C -- Average D -- Passing F -- Failure I -- Incomplete WF -- Withdrawal while failing WP -- Withdrawal while passing</p>
Policy for Class Safety and Emergencies	<p>Injuries must be reported to the AVP for Student Affairs immediately. Insurance claim forms are available in the Student Affairs division. Please refer to the college catalogue for more information on how Williamsburg Technical College addresses safety and emergency issues. For additional information, contact Student Affairs at 843.355.4162.</p> <p>Students taking coursework at off-site locations are responsible for reading and adhering to all safety instructions and guidance at the off-site location.</p> <p style="text-align: center;">Health Services and First Aid</p> <p>Williamsburg Technical College is a commuter institution; therefore, infirmary facilities are not provided. Basic first aid for minor injuries is available, and first aid kits are located in various departments of the College. Major illness or injury will be treated by health professionals. The campus is located adjacent to Williamsburg Regional Hospital.</p> <p>Each student is covered by accident insurance at no additional cost. This group insurance covers the student while on campus and during college-sponsored group travel.</p>