Course Name: **PSYC 2103**  
**Human Growth and Development**

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<th>Course Learning Outcomes:</th>
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<td>Ø Students will demonstrate familiarity with the theories and research from many areas of expertise that form the basis for the study of human development.</td>
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<td>Ø Students will demonstrate understanding of the human being as an individual whose development throughout the life span is influenced both by heredity and environment</td>
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<td>Ø Students will demonstrate knowledge of the importance of satisfactory relationships with other humans in promoting the well-being of an individual.</td>
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<td>Ø Students will apply developmental concepts and communicate this knowledge in the language of the discipline through oral or written forms of communication. (Be able to apply a developmental concept to your life or someone you know)</td>
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<td>Ø Students will synthesize research findings and interpret them in context of controversial issues. (Be able to discuss a controversial issue and support their opinion.)</td>
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<td>Ø Students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change as well as how they are impacted by the complexity and diversity of individual and group behavior.</td>
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Course Description: An introductory, non-laboratory based examination of human development across the life span with an emphasis on normal patterns of physical, cognitive, and social development.
Pre-requisites/Co-requisites:

Required Textbook:

Engaged Student Learning Requirements: The ABAC Credit Hour Policy, in accordance with the Board of Regents of the University System of Georgia and federal regulations that are reflected in SACSCOC’s Credit Hours Policy Statement, require 6750 minutes of engaged student learning for a 3 semester hour course. Engaged Student Learning occurs both in and outside of the classroom at the ratio of 1:2. Two hours of independent student learning for each hour of classroom learning. 15 weeks of 50 minutes of class instruction for 1 credit hour = 750 minutes. For a 3 hour course, engaged classroom instruction will equal 2250 minutes, the remaining 4500 minutes of engaged learning will be the responsibility of each individual student.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.
B. Disciplinary Procedures:
1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Neither audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.

3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process
Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student’s complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
   • A violation of due process
   • Prejudicial treatment by the original hearing body
   • New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President’s decision or the Vice President’s decision will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel’s report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President’s decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor. Any modifications require appropriate documentation.
Weather Hotline: (229) 391-5225 OR check ABAC homepage

Classroom behavior:
- Because this class will often involve classroom discussion on the topics presented, it is imperative that one exhibit respect towards each other at all times, despite differences of opinion. We do not have to agree with each other, we just have to listen and grant others the right to their own viewpoint.
- Cell phones should be turned off upon entering the classroom and should not be used to either text or talk until you leave. Failure to do this will, at the very least, affect your participation grade, and will likely result in the confiscation of your phone until class is over. Don’t make me do this!! Having a cell phone on your desk or in your lap during a quiz is absolutely prohibited. If I see this I will take your quiz and give you a zero. If you are expecting an EMERGENCY call, you must let me know prior to class the nature of the expected call; if I agree that it reaches the level of emergency, you will be allowed to leave your phone on vibrate and can leave the room to answer ONLY that call.
- I know that some students would like to use laptops/tablets etc. in class to take notes and view power points; I don’t forbid it, but I would let you know that you should be diligent in making sure that it doesn’t distract others. You should also be willing to show me at any point what you have on there, so make sure you do not “stray” to anything else during class.
- It is my expectation that you will read the assigned chapter(s) to be discussed BEFORE class so that you will be prepared to discuss what you have read.
- All writing assignments should be neat and employ good grammar and spelling; if this is not your strong suit, get someone to proof it for you before you turn it in. The ability to effectively communicate your ideas in writing is a life skill that will often determine your ability to flourish in a professional setting. It IS important!

Attendance/Participation:

My expectation is that you will attend every class, prepared to discuss and learn. This class meets only once per week, therefore attendance is imperative. The class is divided into two sessions (session 1 6:30-8:00, session 2 8:15-9:20). Roll will be called at the beginning of each session. An absence is defined as not in attendance for one session, if you miss the whole day that counts as two absences since you missed both sessions. There will be a number of in-class assignments that CANNOT be made up, as well as a penalty for your attendance/participation grade for each absence. This penalty will increase with each absence in the following manner:

1 absence = loss of 1 point
2 absences = loss of 1+2= 3 points
3 absences = loss of 1+2+3 = 6 points
4 absences = loss of 1+2+3+4 = 10 points
5 absences = loss of 1+2+3+4+5 = 15 points…. and so on.
I do not differentiate between excused and unexcused unless the absence meets the criteria of Institutional Absence (see guidelines above) ~this is to insure that athletes, ambassadors, club members etc. who are on ABAC business are not penalized for representing our school. I must have something in writing from your coach/sponsor stating that your absence was necessary in order for this to qualify. All other absences will be considered unexcused. Do not bring me doctor’s excuses, etc. ~ I don’t need them.

Many students are “surprised” by how much their absences hurt their final grade ~ don’t let that be you! *My experience has been that a person’s attendance record in school or at a job has far more to do with personal priorities than with life circumstances.* As a courtesy, you should inform the instructor of any planned absences.

*RE: in-class behavior:* Talking with other students during class will cause you to lose participation points, and may result in the entire class having to take a pop quiz that will count as part of their participation grade. *Think how popular you’ll be!*

**Tardiness:** If you come in after I have called roll, you will be counted absent in my grade book. You may do, and get credit for, any in-class assignments we may do during that session/ day, but I will not change the absence.

**Textbooks and Engaged Student Learning:** Acquiring the proper materials and bringing them with you is a part of your student responsibilities for Engaged Student Learning. Each student is required to purchase the textbook(s) for the course – that’s why they are listed as “REQUIRED.”

It is also my policy to require each student to have purchased the required texts, bring them to class, and utilize them in class after the drop add period has ended, starting the third week of class instruction. Students who do not have their textbook in class after that date will be excused, marked as absent, and will be required to bring the appropriate textbook with them before returning to class. Using the textbook(s) and class handouts outside of class is required by the Credit Hour Policy guidelines for Engaged Student Learning.

**Exams:** Tests are multiple-choice, and you are expected to bring your own scantron.

**Make-up for missed exams:** Since you will be allowed to drop one test grade, there will be no make-up for a missed test ~ the only exception is for certified Institutional Absences, and the student must schedule this with me ahead of time. There have been other occasions when a student knew ahead of time that they would be out on an exam day for personal reasons and we were able to schedule a time for them to take their test a little early. This will be your responsibility to set up and is *in no way guaranteed.*

Any student who just doesn’t show up on a test day will not be able to make up a test, period.

**Engaged Learning Assignments:** Details about this will be available in class and on D2L. This counts as a grade that cannot be substituted for a test grade.

**Late Assignments:** Assignments are due at the beginning of class on the due date. Anything turned in late, if accepted, will incur a 5 penalty per day.
Important Dates:

- This class begins Tuesday, August 18, 2015
- Drop/Add ends at 4:30 on Wednesday, August 19, 2015
- October 5, 2015 at 4:30 is the last day to withdraw
- Fall Break is October 19 and October 20, 2015
- Thanksgiving Break is Wednesday, November 25 through Friday November 27 (we will have class on Tuesday the 24th)
- Last regular class day is December 1, 2015
- Final exam for this class is set for Tuesday, December 8, 2015 at 7:15pm-9:15pm in this room

Grading Policy:

- Critical Thinking Exercise 100 pts
- Quizzes (6) 600 pts
- Attendance/Engaged Learning 100 pts
- Total 800 pts

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<tr>
<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>720 - 800</td>
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<tr>
<td>B</td>
<td>640 - 719</td>
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<tr>
<td>C</td>
<td>560 - 639</td>
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<tr>
<td>D</td>
<td>480 - 559</td>
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Syllabus sign-off sheet must be signed and turned in to instructor by the 2nd class or student will begin losing participation points.