Instructor: Luis E. Aguerrevere, PhD
Teaching Assistant: Kayla Page

Instructor. Email: aguerrevel@sfasu.edu
TA Email: pageka2@jacks.sfasu.edu

Office Hours Instructor (Zoom): Monday noon-1PM F2F, Thursdays: 10:30-1:30pm and 2:30pm-4:30pm Zoom
Link to office Hours (Dr. A): https://sfasu.zoom.us/j/9145438559

Office Hours TA (Zoom): TBA

Prerequisites:

I. Course Description:
Study of normal growth and development through the entire lifespan, emphasizing the physical, cognitive, social, and emotional domains.

SPSY 4385 “Human Growth and Development” (3 credits; fully online) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online material for at least three hours per week. Primary source readings are included in the content to support key concepts. You are required to read the textbook, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate your ability to interpret primary sources. Please expect to spend at least three hours per week completing discussion questions, quizzes, and your research project.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.
5. **The Principle of Integrity:**
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

**General/EEO:**

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned throughout the course in an applied manner.

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity, and service within the counseling profession and following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, course follows the mission, vision, and core values of the college of education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

**Program Learning Outcomes (PLO): Program Specific**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes (SLO): Course Specific**

1. Identify and discuss key developmental theories and concepts.
2. Describe how biological, social, and psychological development processes impact individuals across the lifespan.
3. Apply developmental concepts to situations occurring in everyday life.
4. Develop oral, visual, and written summaries of developmental concepts.
5. Summarize and evaluate research findings relevant to developmental psychology.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Students are required to:

- Be active participants by responding to online discussion questions.
- Keep up-to-date with all of the assigned readings.
- Complete D2L multiple choice quizzes for each of the textbook chapters.
- Complete a research paper or PowerPoint presentation over a selected topic. Your research paper should be submitted through Dropbox (Turnitin is enabled). Your PowerPoint presentation should include the text of your presentation on your speaker notes pages and uploaded under assignments.
- Complete Examination One, Examination Two, and the Final Exam.

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. Syllabus Agreement Form (Pass/Fail): As per Human Services department guidelines, students must complete and submit the attached syllabus agreement form in the Dropbox of the course D2L webpage. This form must be received by 1/14 at 11:59 PM. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. Discussion Questions (100 points/10%): Students will submit responses to 16 discussion questions. Each discussion question is worth up to 10 points, if selected. At the end of the semester, 12 discussion questions will be randomly selected to count towards the final grade and the two lowest selected discussion questions will be dropped. Students are expected to be active learners, which includes written participation to the posted discussion questions under the D2L Discussions tab. Each student is to respond to the discussion questions with evidence from the corresponding textbook chapter. A sample of a discussion posting using outside information and references is posted on the website. Responses should use appropriate capitalization, punctuation, and grammar. Each discussion question will be graded as follows:

- No discussion or comment to chapter question = 0 points
- Some discussion or comment = 7.5 points
- Discussion with evidence that you read the chapter and cite the textbook = 8-8.9 points
- Discussion with evidence that you read the chapter and added outside information with other references cited in APA Style = 9-10 points

3. Quizzes (100 points/10%): Sixteen quizzes will be given during the semester. Each quiz is worth up to 10 points, if selected. At the end of the semester, the average for the 16 quizzes will be calculated and selected to count towards the final grade. Each quiz corresponds to one textbook chapter. You may take each of the quizzes up to a maximum of two times.

- Online chapter quizzes 1 through 3 must be completed by 11:59 PM on February 2nd
- Online chapter quizzes 4 through 5 must be completed by 11:59 PM on February 16th
- Online chapter quizzes 6 through 7 must be completed by 11:59 PM on March 1st
- Online chapter quizzes 8 through 9 must be completed by 11:59 PM on March 22nd
- Online chapter quizzes 10 through 12 must be completed by 11:59 PM on April 12th
- Online chapter quizzes 13 through 16 must be completed by 11:59 PM on April 26th

4. PowerPoint Research Paper (200 points/20%): Each student will complete a PowerPoint Research Paper. Topics for this assignment are found on D2L by clicking on “Communication Tools” and then “Groups”. Each student is to sign up on the Groups page for one topic. The PowerPoint Research Paper is not a presentation. It is a paper and must be 20 slides in length. Limit slides to no more than five bullet points with key words or phrases (no more than five words area and is in the form of a paper using APA citations and references.
A minimum of eight references are required. References can include both journal articles and books. Use APA Style for your text in your speaker notes and on the Reference page at the end of the slides. Graphics should also be used to enhance your slides. Sample PowerPoint Research Papers are available on the D2L website. However, these examples are not perfect. If you select a theorist for your PowerPoint Research Paper, include:

1. Some personal biographical information about the theorist
2. The theorist’s ideas
3. Some applications of the theorist’s ideas.

5. **Exam 1 (150 point/15%)**: There will be three exams in this course. The first exam is worth 150 points.

6. **Exam 2 (200 points/20%)**: The second exam is worth 200 points.

7. **Final Exam (250 points/25%)**: The final exam is worth 250 points.

*All assignments are expected to be completed by the date stated on the calendar. Late work is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, five points will be deducted for every day the assignment is late.*

Evaluation and Assessments (Grading):

**Grading Policy**

- Syllabus Agreement Form: Pass/Fail
- 16 Discussion Questions: 100 points
- 16 Quizzes: 100 points
- Power Point Research Paper: 200 points
- Exam 1: 150 points
- Exam 2: 200 points
- Final Exam: 250 points
- Total: 1000 points

**Grades**

- A = 90-100% (900-1000 points)
- B = 80-89% (800-899 points)
- C = 70-79% (700-799 points)
- D = 60-69% (600-699 points)
- F = 59 or below (0-599 points)
Posting Grades
Grades will be posted on D2L after everyone has completed the assignment. Student performance cannot be reported or discussed on the phone or through email.

IV. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Performance Assessment</th>
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<tbody>
<tr>
<td>Identify and discuss key developmental theories and concepts.</td>
<td>- PowerPoint Research Paper</td>
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<td>- Discussion Questions</td>
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<td>Describe how biological, social, and psychological development processes impact individuals</td>
<td>- PowerPoint Research Paper</td>
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<td>across the lifespan.</td>
<td>- Discussion Questions</td>
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<td>Develop oral, visual, and written summaries of developmental concepts.</td>
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<td>Summarize and evaluate research findings relevant to developmental psychology.</td>
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Core Curriculum Objectives

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<tr>
<th>Critical Thinking (creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information)</th>
<th>Course Assignments</th>
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<td>Communication (effective development, interpretation and expression of ideas through written, oral, and visual communication)</td>
<td>- PowerPoint Research Paper</td>
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<td>- Discussion Questions</td>
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<td>Empirical and Quantitative Skills (manipulation and analysis of numerical data or observable facts resulting in informed conclusions)</td>
<td>- PowerPoint Research Paper</td>
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<td>- Exams</td>
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<td>Teamwork (ability to consider different points of view and to work effectively with others to support a shared purpose or goal)</td>
<td>- Discussion Questions</td>
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<td>Personal Responsibility (ability to connect choices, actions, and consequences to ethical decision-making)</td>
<td>- Syllabus Agreement Form</td>
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<td>- PowerPoint Research Paper</td>
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<td>Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)</td>
<td>- PowerPoint Research Paper</td>
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<td>1/8-1/26</td>
<td>Syllabus</td>
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<td>1/26 – 2/02</td>
<td>Chapter 1 &amp; 2 – Kail &amp; Cavanaugh</td>
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<td>1/26 – 2/02</td>
<td>Chapter 3 – Kail &amp; Cavanaugh</td>
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<td>2/02-2/16</td>
<td>Chapter 4 – Kail &amp; Cavanaugh</td>
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<td>2/02-2/16</td>
<td>Chapter 5 – Kail &amp; Cavanaugh</td>
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<td>2/16</td>
<td>Exam 1</td>
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<td>2/16-3/1</td>
<td>Chapter 6 – Kail &amp; Cavanaugh</td>
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<td>2/16-3/1</td>
<td>Chapter 7 – Kail &amp; Cavanaugh</td>
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<td>3/01-3/22</td>
<td>Chapter 8 – Kail &amp; Cavanaugh</td>
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<td>3/01-3/22</td>
<td>Chapter 9 – Kail &amp; Cavanaugh</td>
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<td>3/22 – 4/12</td>
<td>Chapter 10 – Kail &amp; Cavanaugh</td>
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<td>3/22 – 4/12</td>
<td>Chapter 11 – Kail &amp; Cavanaugh</td>
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<td>3/22 – 4/12</td>
<td>Chapter 12 – Kail &amp; Cavanaugh</td>
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<td>4/12 - 4/26</td>
<td>Chapter 13 – Kail &amp; Cavanaugh</td>
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<td>4/12 - 4/26</td>
<td>Chapter 14 – Kail &amp; Cavanaugh</td>
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<tr>
<td>4/12 - 4/26</td>
<td>Chapter 15 &amp; 16 – Kail &amp; Cavanaugh</td>
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4/26-5/04 | Study for Final Exam
Make sure you have responded to chapter discussions and completed quizzes

All Chapters 14-16 Quizzes Completed by 11:59 PM April 28
Discussion Questions 14-16 Completed by 11:59 PM April 28

Starts on 5/4 | Final Exam

FINAL EXAM = 100 question – Three hours
Complete Final Exam by 5/8 at 11:59 PM

*All papers are to be submitted in APA Style through Desire2Learn.

V. Readings (Required and recommended—including texts, websites, articles, etc.):


Additional reading assignments may be assigned during class.

VI. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

VIII. Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Faculty and/or supervisors shall also attend to students’ professional behaviors in the end of semester feedback, which may influence the final grade at the discretion of the instructor/supervisor. Review attachment to determine the behaviors associated with professionalism, which provides an overview of expectations faculty have of all students.

IX. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are
responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions. Thesis and dissertation students can expect a two-week response rate.
PowerPoint Research Paper Rubric

Adheres to the APA Style Manual
40 points ________

At least 8 books or peer-reviewed journal articles are cited and references
40 points ________

20 slides in length
10 points ________

Student signed up for the topic on D2L
10 points ________

Each slide contains no more than 5 bullets with key words or phrases (i.e., no more than 5 words in length)
20 points ________

Text of presentation is written under the slide in the insert notes area (20 points) Learning objectives are provided on the second slide
10 points ________

A conclusion is provided
5 points ________

Reference page is provided
5 points ________

Content is related to the topic
20 points ________

Other (grammar, spelling, etc.)
20 points ________
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPSY 4385, Spring 2022.

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.

I agree to be prepared for and attend class each day.

__________________________________________
Printed Name

__________________________________________    ____________
Signed                                                Date

Adapted from http://www.ms.uky.edu/~houghw/MA111-F13/SyllabusAgreement.pdf