



On-Campus Course Syllabus

CSL 520 L1

Human Growth and Development

Fall 2021

Class Information

Day and Time: Tuesdays 4:45-7:15pm

Room Number: E207

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 214-818-1372 (office) 817-559-4045 (cell)

Instructor Office Hours: Mondays 9:00am-12:00pm and Tuesdays 10-11am

Course Description and Prerequisites

A survey of the stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood. Human growth and development across the lifespan will also be examined.

Course Objectives

- Identify major developmental tasks, goals, and transitional difficulties in each stage of development throughout the lifespan
- Learn and apply research and current psychological theories to physical, cognitive, social, and personal development applicable to stages of development throughout the lifespan
- Understand application of psychological theories as well as treatment implications to various stages of development and common problems inherent at each stage of development

Required Textbooks

Balswick, J.O., King, P.E., and Reimer, K.S. (2005) *The Reciprocating Self*. IVP Academic Press: Downers Grove, IL. ISBN 978-0-8308-5143-0.

Kuther, T.L. (2020). *Lifespan Development: Lives in Context. Second Edition*. Sage: Thousand Oaks, CA. ISBN 978-1-5443-3227-7.

Recommended Reading

Additional articles and readings will be assigned and provided to students via Canvas weekly Modules throughout the semester.

Course Requirements and Assignments

- A. Three Quizzes (50 points): There will be three quizzes over the course of the semester administered through Canvas. Each quiz will cover material primarily from the texts, but may also include information from lectures, and other required reading items. Quizzes will be composed of multiple choice questions. Students are permitted to use any course materials when taking a quiz, but there will be time limit of 75 minutes to complete each quiz. Thus, students should appropriately prepare for and study for the quizzes in order to complete them in the allotted time. Quizzes must be completed by 11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor.
- B. Discussion Papers (50 points): Students will complete 5 discussion papers considering a variety of developmental discussion topics throughout the semester. These papers are meant to push students to consider sometimes difficult topics and their personal reaction to a variety of subjects throughout the course. These papers are meant to challenge the student to discuss key theoretical components as well as one's own personal Worldview about these conflictual topics. Students' papers should evidence appropriate thoughtfulness and discussion of their personal attitudes and attitudes and perspectives as well as incorporation of theoretical information presented in the text and lecture (so that your subject matter understanding can be assessed). Some topics may be difficult for you to consider and discuss, but it is vital that you spend sufficient time reflecting on your personal reactions to controversial or difficult topics of discussion within the developmental cycle of life. Length expectations are for minimum of half a page per question (total assignment length will likely be 3 pages at a minimum, but can be longer depending on student's discussion). Grades on this assignment will be a reflection of your own thoughtfulness about each discussion topic as well as the extent to which you display solid understanding of the theoretical information presented in the book, lectures, and additional required readings. Keep in mind these assignments are not just a discussion of your personal beliefs, but need to reflect an understanding on your part of the information presented in the course materials, theoretical points, as well as your personal reaction to those concepts (which would then also be a reflection of your personal beliefs).
- C. Research Paper (100 points): Students are expected to choose a mainstream organizational theory of development to discuss in depth and likewise to discuss the reciprocating self as a contrasting theory of development. The student is expected to present and discuss their chosen theory as well as the reciprocating self theory both in terms of perspectives related to development, conflict or developmental tasks to accomplish, as well as implications for context, worldview, or cultural dynamics. The student should compare and contrast their chosen theories in terms of their perspectives of developmental progress, stages, emotional/physical/social/spiritual development and how each theory informs perspectives about an individual's development. Finally, the student should seek out current research as to how the two theories affect our understanding of contemporary issues within the field of developmental psychology. This final application piece can cover a wide range of topics, but students should choose one area on which to focus this final part of the paper. For example, a student might choose to focus on one specific stage of development or aspect of development and develop more specific discussion of how these two theories affect contemporary perspectives on this area of development.

Papers must be based in current theoretical knowledge and research and as such should incorporate a minimum of 10 current professional references (the first 2 of which can be the required texts for this course). The remaining references are expected to incorporate current professional research articles from the field, published within the last 10 years. Websites, public domain information, or popular literature are not considered professional publications and are not to be utilized as references. Papers should be 8-10 pages in written length (written length is the body of the paper) and should evidence historical theoretical foundational knowledge, current research within the field, as well as compare/contrast secular and Christian worldview perspectives regarding the topic chosen. Papers are required to be submitted in .docx through the Canvas link so that they can be screened for plagiarism through Canvas' tools. APA formatting is required and will be a graded component of this assignment. Questions regarding APA formatting can be directed to Dr. Burgess during office hours or assistance sought from the writing lab. Minor problems with citations or quotations will be met with loss of points; however, egregious plagiarism of quotations or paraphrasing without appropriate citations to give credit to the original author(s) may incur significant loss of points up to and including receiving a 0 on this assignment. Students are encouraged to seek help from the writing lab if they are unclear on how to appropriate cite quoted or paraphrased information.

Course/Classroom Policies and Information

Internet use is required to complete several experiential assignments and demonstration throughout the course of the semester. These can be completed either on campus or remotely depending on the individual students' needs. All assignments and weekly information will be provided to students via Canvas so that students might arrive to class prepared, having completed all prior tasks and assignments prior to arrival in class. It is expected that students budget time wisely in advance of class to have completed all required readings and assigned tasks prior to class. It is through the engagement in class discussion where students will really gain understanding of these topics. Thus, students should come to class prepared to engage in discussion, not to observe a lecture. Class participation is required regularly in order to earn full participation credit. See class attendance policy below for additional details.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged for students not to wait until the day before a due date to submit assignments or complete tests through Canvas. IT issues sometimes arise and may jeopardize your ability to complete the assignment by the due date. Extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

CELL PHONES - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the instructor reserves the right to request that it be turned off during class times.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH DR. BURGESS - My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other confusions. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Students are expected to attend class regularly. Missing more than 2 class periods without obtaining prior approval from Dr. Burgess, will result in loss of one letter grade from your overall end of class total. Students are

expected to actively engage in class discussions based on advance review and study of the week's assigned readings, articles, and assignments. I would encourage students to take notes during lectures and when reading in order to be more fully engaged. Failure to regularly and actively participate in course discussions may also result in a loss of attendance points. On the weeks where we will be meeting via zoom, the bulk of the lecture material will be presented via zoom video and will be available on Canvas by Friday morning. Students will be expected to listen to the lecture in advance of the zoom meeting on Tuesday evening. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 6pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference in order to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate with the Student Success Manager the names of students who have two consecutive absences, low grades on assignments, or any other sign that a student may be struggling in a course. The Student Success Manager will reach out to these student to provide help in locating appropriate resources in order to successfully complete courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Final Grades

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Assignment Weights

Each assignment group will be averaged and weighted for the computation of the final grades as follows:

Quizzes 30%

Discussion Papers 30%

Final Paper 40%

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and

- failing to credit sources properly in written work.

Students are expected to submit original work to this course and not to submit written work, in part or whole, developed by another person or submitted for grading to a prior course. Plagiarism software will be utilized to evaluate the uniqueness and authenticity of the students' work prior to grading any written assignments. Any paper which evidences plagiarism (failing to give proper credit to source of quoted or paraphrased information) will be given a zero without the opportunity to redo the assignment. To be clear, using an author's word for word sentence or key phrase is a quotation and must be in quotation marks with an appropriate citation. Paraphrasing is taking a key idea from a source and rewording it into your own words, which must still have an appropriate citations. Any key information included in a paper is incorporating paraphrased ideas from a source and therefore must have appropriate citations. Only information or ideas 100% originating with you do not carrying the expectation of a citation.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Assigned Reading	Assignment Due
8/17/2021	Introduction to LifeSpan Approaches and Theories	Ch 1 & 2 Kuther Ch 1-4 Balswick, King & Reimer	
8/24/2021	Prenatal Development and Birth	Ch 3 & 4 Kuther Ch 5 Balswick, King & Reimer	
8/31/2021	Infancy and Toddler Development	Ch 5, and 6 Kuther Ch 6 Balswick, King & Reimer	Discussion Paper #1
9/7/2021	Early Childhood Language and Social Dev	Ch 7-8 Kuther	REMOTE LEARNING Zoom Conference
9/14/2021	NO face to face class	Ch 1-8 Kuther	Quiz #1 – Remote in Canvas
9/21/2021	Middle Childhood Social and Cognitive Dev	Ch 9-10 Kuther Ch 7 Balswick, King & Reimer	Discussion Paper #2
9/28/2021	Adolescence Physical and Social Development	Ch 11-12 Kuther Ch 8 Balswick, King & Reimer	
10/5/2021	Adolescence Emotional Dev and Mental Health	Additional Assigned Readings	REMOTE LEARNING Zoom Conference
10/12/2021	Student Development Week		No Class
10/19/2021	Emerging Adulthood and Role Transitions	Ch 13 Kuther Ch 9 Balswick, King & Reimer	Discussion Paper #3
10/26/2021	No Face To Face Class	Chapter 9-13 Kuther	Quiz #2 – Remote in Canvas
11/2/2021	Adulthood, Relationships, Family, Spirituality	Ch 14 Kuther Ch 13-14 Balswick, King & Reimer	
11/9/2021	Midlife Changing Roles	Ch 15-16 Kuther Ch 10 Balswick, King & Reimer	Discussion Paper #4 REMOTE LEARNING Zoom Conference
11/16/2021	Positive Aging Framework and Retirement	Chapters 17-18 Kuther Ch 11 Balswick, King & Reimer	Research Paper Due 11/22/2021
11/23/2021	No Class – Thanksgiving Break		
11/30/2021	End of Life Issues	Ch 19 Kuther Ch 12 Balswick, King & Reimer	Discussion Paper #5
12/7/2020	No Face To Face Class	Finals Week Chapters 14-19 Kuther	Quiz #3 – Remote in Canvas DUE 12/9

Selected Bibliography

Belsky, J. (2019) Experiencing the Lifespan. 5th edition. Worth Publishing: New York.

Berk, L. E. (2018) Development Through the Lifespan. 7th Edition. Pearson, Inc: Hoboken, NJ.