



Online Course Syllabus

CSL 520

Human Growth and Development

Spring 2022

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

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

Instructor Office Hours: Monday 9-11 am and Wednesday 9-11 am

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.

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.

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 Boards (30 points): Students will complete 10 discussion videos considering a variety of developmental discussion topics throughout the semester. There are 11 discussions scheduled and the lowest score will be drop for a total of 10 graded discussion assignments. These discussions are meant to push students to consider key topics related to the week's readings and lecture and offer intellectual and personal response to the topics. Student are expected to discuss key theoretical components as well as one's own personal opinion and Christian Worldview related to these conflictual topics. Students' discussions 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. Original discussion videos should be posted in the appropriate flip grid discussion threads by Thursday at 11:59 pm of the week assigned. Students are expected to post individual response videos to fellow students' posts by Saturday at 11:59 pm to foster class discussion about topics. Grades on this assignment will be a reflection of your own thoughtfulness about each discussion topic, the extent to which you display solid understanding of the theoretical information presented in the book, lectures, and additional required readings, as well as engagement with peers' discussions. 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). Dr. Burgess will engage in the discussion posts on the Monday following the due dates in order to allow for full class discussion. Thus, students will be encouraged to review the prior week's discussion topic as well to review Dr. Burgess' comments.
- C. End of Life Response (50 points): Given that end of life issues can elicit more sensitive discussion, this assignment will be organized as a short paper, only to be read by Dr. Burgess to allow for full exploration of this topic. Students should respond to each of the prompts fully and incorporate discussion of the theoretical perspectives on end of life from the text and lecture as outlined in the assignment. This assignment is due by 11:59pm on the due date. Given that this is a sensitive topic and can elicit emotional responses, it is strongly encouraged that students review this assignment well before the due date.
- D. 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 appropriately cite quoted or paraphrased information.

Course/Classroom Policies and Information

Internet use is required to complete course lectures, obtain additional reading and video assignments, as well as to complete required course assignments. Remote learning environments depend heavily on the student to complete all expected readings, videos, pre-recorded lectures, and other assigned tasks for the weekly zoom module. These have been developed to add to and expand one's understanding of the material for this course and all readings and additional materials are considered REQUIRED for this course. Failure on the student's part to review all course materials and readings will likely result in poor course performance. There will be a minimum of 3 live ZOOM meetings throughout the semester in order to enhance and discuss class materials for students further understanding. Additional Zoom discussions may be scheduled to the extent they are deemed helpful for students' further learning of the course material. These sessions will largely focus on furthering the discussion of the DB assignments, but may also involve discussion from the Balswick text. Students will be expected to keep up with the readings, lecture recordings, and additional assignments throughout the semester

in order to be fully prepared for these live discussions. Efforts will be made to schedule these discussion at a time convenient to all students, but students are expected to make every effort to attend these discussions. Problems, questions, or concerns regarding this expectation should be communicated to Dr. B as soon as the problem is known.

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.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed and submitted through the appropriate Canvas link and be submitted prior to the deadline outlined in the syllabus and on Canvas (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the outlined due date, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work, since unforeseen connectivity issues sometimes arise. It is also strongly encouraged that students plan for a backup connection option to complete required course assignments should their primary method of connection malfunction. APA formatting 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.

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

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

All grades are final. Grades are based on performance. Grades are non-negotiable.

Assignment Weights

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

Quizzes 30%

Discussion Boards 20%

End of Life Paper 20%

Final Paper 30%

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. Such software is not a definitive representation of plagiarism, but rather is utilized by Dr. Burgess to assess the correctness of placement of citations for references. 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. ALL ideas and quotations not your own creation, must be appropriately cited and referenced in your written work. Failure to appropriately cite and quote ideas not your own is plagiarism and will be penalized commiserate with the degree of the oversight up to and including receiving a 0 on the assignment.

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.

Identity Verification

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

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 Support

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.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Course Outline/Calendar

Week of:	Topic	Assigned Reading	Assignment Due
1/17/2022	Introduction to LifeSpan Approaches and Theories	Ch 1 & 2 Kuther Ch 1 Balswick, King & Reimer	Discussion Board Wk 1 Due
1/24/2022	Prenatal Development and Birth	Ch 3 & 4 Kuther Ch 2 & 3 Balswick, King & Reimer	Discussion Board Wk 2 Due
1/31/2022	Infancy – physical and cognitive development	Ch 4 & 5, and Ch 4 & 5 Balswick, King & Reimer	Discussion Board Wk 3 Due
2/7/2022	Toddler Development	Ch 6 Kuther Ch 6 Balswick, King & Reimer	Discussion Board Wk 4 Due
2/14/2022	Quiz 1 Due	Ch 1-6 Kuther	Quiz #1 Due 2/19/2022 Live ZOOM week
2/21/2022	Early Childhood Language and Social Dev	Ch 7-8 Kuther Ch 7 Balswick, King & Reimer	Discussion Board Wk 6 Due
2/28/2022	Middle Childhood Social and Cognitive Dev	Ch 9-10 Kuther	Discussion Board Wk 7 Due
3/7/2022	Adolescence Physical and Social Development	Ch 11-12 Kuther Ch 8 Balswick, King & Reimer	Discussion Board Wk 8 Due
3/14/2022	SPRING BREAK		No Class
3/21/2022	Adolescence Emotional Dev and Mental Health	Additional Assigned Readings	Discussion Board Wk 9 Due
3/28/2022	Quiz 2 Due	Chapter 7-12 Kuther	Quiz #2 Due 4/2/2022 Live ZOOM week
4/4/2022	Emerging Adulthood and Role Transitions	Ch 13 Kuther Ch 9 Balswick, King & Reimer	Discussion Board Wk 11 Due
4/11/2022	Adulthood, Relationships, Family, Spirituality	Ch 14 Kuther Ch 13-14 Balswick, King & Reimer	Discussion Board Wk 12 Due
4/18/2022	Midlife Changing Roles	Ch 15-16 Kuther Ch 10 Balswick, King & Reimer	Discussion Board Wk 13 Due
4/25/2022	Positive Aging Framework and Retirement	Chapters 17-18 Kuther Ch 11 Balswick, King & Reimer	Research Paper Due 4/25/2022
5/2/2022	End of Life Issues	Ch 19 Kuther Ch 12 Balswick, King & Reimer	End of Life Paper Due 5/7/2022 Live ZOOM week
5/9/2022	Finals Week	Chapters 13-19 Kuther	Quiz #3 Due 5/12/2022