



# Online Course Syllabus

## CSL 520

### Human Growth and Development

### Spring 2023

#### 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:** Monday by appt, Thursday 9:30am- 1:30pm

#### 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

Kuther, T.L. (2022). *Lifespan Development: Lives in Context. Third Edition*. Sage: Thousand Oaks, CA.

Vantage Edition – follow link in Canvas

#### Recommended Reading

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.

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

#### Course Requirements and Assignments

- A. (
- B. Vantage Discussions and Quizzes (Grades Vary): Students will be expected to complete chapter assignments for all assigned chapters. Within the chapters there are several sections of reading, knowledge checks, and video assignments to complete. These are expected to be completed as part of the students' participation in the weekly class. At the end of each chapter, students will complete

a quiz as well as critical thinking questions which will grade the students' knowledge about each stage of development. All assigned tasks in each chapter are required to be completed in order to earn credit for these graded elements.

- C. End of Life Response (50 points): At the conclusion of the course, students will be asked to complete the discussion questions and tasks outlined in the end of life paper. The length of the paper may vary depending on how each student responds to the questions as a whole, but in general the paper should be a minimum of 3 pages. 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 alongside their personal reactions to the topics being presented. 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. Any questions concerning this topic should be asked well in advance of the posted due date.
- D. Research Paper (100 points): Students are expected to choose a mainstream organizational theory of development to discuss in depth for their final research paper in this course. The student should fully discuss their chosen theory in terms of its perspectives of developmental progress, stages, and the integration of emotional/physical/social/spiritual development. Finally, the student should seek out current research as to how the chosen theory affects 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. Some examples for areas to explore in this final area may be decreased rates of marriage, parenting approaches, choosing to remain single versus feeling repeated rejections, failure to launch, etc. These are not a complete list of potential emphases, but just offered as some examples. Students are well to discuss their ideas of what topics to address in their papers with Dr. Burgess in advance to get some general feedback in advance of the paper due date.

Papers must be based in current theoretical knowledge and research and as such should incorporate a minimum of 10 current professional references. References are expected to incorporate current professional research articles and/or texts from the field, published within the last 10 years and may include the assigned textbook for this course. 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. Any idea or phrase used from a source must be cited.

If it is not originating from the student themselves (HINT – all information comes from some place) it must be supported with a citation as to the origination of the idea. Paraphrased information must still be cited. Students are encouraged to seek help from the writing lab if they are unclear on how to appropriately cite quoted or paraphrased information.

- E. Zoom Discussions – There will be 4 discussions scheduled throughout the semester in order to enhance the students' understanding of the developmental theories and stages in that segment of life. Students are expected to attend these zoom meetings as a required part of the course. Failure to do so may result in loss of one grade level in the student's overall course grade. Students are expected to engage in these discussions rather than be passive listeners. Thus, students are strongly encouraged to bring questions or topics with which they would like further exploration to the discussion times. Students will be expected to provide discussion times to the instructor during the first week so that these can be pre-scheduled for the semester.

## Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
  - Lectures/instruction for students to watch asynchronously
  - Online content modules in which instructor provides feedback to student work
  - Tests/quizzes on which instructor provides feedback
  - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of 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. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for

Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student's:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

## **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 4 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 reading and assignments, but may involve specific discussions to further students' learning regarding specific subject matters covered in this course. 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:

Vantage Quizzes and Chapter Assignments 30%

End of Life Paper 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.

### **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 Support**

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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.



## Course Outline/Calendar

Week of:	Topic	Assigned Reading	Assignment Due
1/17/2023	Introduction to LifeSpan Approaches and Theories	Ch 1	Vantage Due 1/21/2023
1/23/2023	Biological Foundations, Prenatal, and Birth	Ch 2 & 3 Kuther	Vantage Due 1/28/2023
1/30/2023	Physical & Cognitive Dev in Infancy and Toddlerhood	Ch 4 & 5 Kuther	Vantage Due 2/4/2023
2/6/2023	Socioemotional Dev in Infancy and Toddlerhood	Ch 6 Kuther	Vantage Due 2/11/2023 <b>ZOOM TBD</b>
2/13/2023	Physical and Cognitive Dev in Early Childhood	Ch 7 Kuther	Vantage Due 2/18/2023
2/20/2023	Socioemotional Dev in Early Childhood	Ch 8 Kuther	Vantage Due 2/25/2023
2/27/2023	Physical & Cognitive Dev in Middle Childhood	Ch 9 Kuther	Vantage Due 3/4/2023
3/6/2022	Socioemotional Dev in Middle Childhood	Ch 10 Kuther	Vantage Due 3/11/2023 <b>ZOOM TBD</b>
3/13/2023	<b>SPRING BREAK</b>		<b>No Class</b>
3/20/2023	Physical and Cognitive Dev in Adolescence	Ch 11 Kuther	Vantage Due 3/25/2023
3/27/2023	Socioemotional Dev in Adolescence	Ch 12 Kuther	Vantage Due 4/1/2023
4/3/2023	Emerging Adulthood and Role Transitions	Ch 13 Kuther	Vantage Due 4/8/2023 <b>ZOOM TBD</b>
4/10/2023	Socioemotional Dev in Early Adulthood	Ch 14 Kuther	Vantage Due 4/15/2023
4/17/2023	Midlife Changing Roles	Ch 15-16 Kuther	Vantage Due 4/22/2023
4/24/2023	Positive Aging Framework and Retirement	Chapters 17-18 Kuther	Vantage Due 4/29/2023 <b>Research Paper Due 4/24/2023</b>
5/1/2023	End of Life Issues	Ch 19 Kuther	Vantage Due 5/6/2023 <b>ZOOM TBD</b>
5/8/2023	<b>Finals Week</b>		<b>End of Life Paper Due 5/7/2022</b>