

Course Syllabus

 Edit

MARIAN UNIVERSITY

Indianapolis

PSY 220 Human Growth and Development 3 Credits

Semester and Year: Second Five-Weeks, Spring 2025


Email: Contact via Canvas email

Required Textbook(s):


Papalia, Diane E., Martorell, Gabriela. (2021) *Experience Human Development: 14th Edition*. Boston: McGraw Hill.

ISBN: 9781260788679

Please go to the Marian Bookstore to see a variety of digital and rental option for the 14th edition of Experience Human Development by Papalia.

Students are required to purchase the items listed above prior to the start of the course. Look into all of your options - new, used, rental or e-books. If you choose a rental option, be sure to understand the policies and the due dates for the returns. While you have the option to obtain your course materials from any source, ordering from the MU Book Store can be a convenient option. Please note that you can also charge bookstore purchases to your student account or use your MU financial aid if applicable. Visit www.bkstr.com/marianustore/home  [.\(http://www.bkstr.com/marianustore/home\)](http://www.bkstr.com/marianustore/home).

Additional Resources:

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx> 
[.\(http://www.marian.edu/library/Pages/default.aspx\)](http://www.marian.edu/library/Pages/default.aspx)

- **Marian University requires all work be completed on a laptop or PC; this includes all exams and quizzes.**

Course Description

This course is designed to provide a basic understanding of the principles and processes of human growth and development. The major theories of developmental change, developmental stages, and current research in the area of human development are studied. Emphasis is placed on the genetic and environmental factors that influence the physical, cognitive, social, and emotional development of individuals throughout the lifespan. Students are expected to complete written assignments that require critical thinking skills related to the topics covered in the course.

Student Learning Objectives

At the completion of this course, students will be able to:

1. Demonstrate an understanding of the concepts and terminology of human development including physical, cognitive, social, and emotional development.
2. Develop the ability to apply theories concerning human behavior and mental processing within and across stages of the life span.
3. Identify developmental changes and norms typically found during stages of the lifespan.
4. Explain the complexity of human development as a dynamic process, influenced by numerous genetic and environmental factors.
5. Demonstrate an understanding of individual differences in human behavior and mental process and how these differences influence the process of human development.

Teaching Strategies

Readings, Discussions, Final Project, Exams

Assignments & Assessment Methods:

Module Exams

The culmination assessment for each module is the module exam. This 50-item multiple choice exam will be available throughout the week in which the module is assigned. Again, it is highly recommended that students spread out the workload throughout the week and not leave the exams to the weekend.

The first four exams are open for 70 minutes each to allow students to complete the exam. The fifth exam is open for 45 minutes to allow students to complete the exam. If you take an exam the last day it is open, be sure to allow enough time to get your full allotted minutes. The exams and week's modules will close at 11:59 pm that night.

Exams 1–4 are worth 50 points each. Exam 5 is worth 25 points. Exams are computer generated by a process of random selection of questions from the module test banks written specifically for this course.

Important Caution: When a student begins to take a multiple-choice exam, the assessment will be timed. At the end of that period, the exam will lock, and the student's score will automatically be computed. It is important therefore that students be careful to start these assessments when they are

certain that they will have internet access for the full time and will not be interrupted during the assessment.

Discussion Activity

Each week will present a topic for class discussion. Discussion activity can begin as the module opens on Mondays and closes Saturday at 11:59 p.m., Students will need to post their own commentary before they can see replies from other students.

In addition to an original post, students are required to reply to at least four other posts made by fellow students. Discussions are worth 40 points each. There is an automatic 2-point deduction for any initial response submitted late.

Discussions are intended to be a weeklong, ongoing activity for the entire class. The discussion in spirit is seen as the online version of the give and take that is so vital and informative in traditional, in-classroom courses. Therefore, each student **MUST** post their original post no later than 11:59 pm on Wednesday each week. Replies to other students can, of course, be made throughout the week once a student has posted on the board.

Points on the discussion board are not automatically awarded. The student's efforts on the discussion board must meet several criteria. A student post and reply should reflect their own experiences, ideas, perspective and position, however, while opinion is encouraged, we want our discussions to be informed by research.

The topics in each discussion are such that some online research added to a student's perspective is required. Full credit will be given when a student does some online research, summarizes it in their post and provides the reference or link so that we can all go and see the material for ourselves.

In any event, each and every week the post and replies should contain content that is relevant, explained in sufficient detail so as to offer clear insight into the student's position on the topic, be supported by research or personal life experience or logic and extends the discussion in that it might stimulate deeper or continued commentary by others.

Final Project

All students in PSY 220 will complete a shared learning experience. For the final project in PSY 220 (directions and rubric provided with the assignments) students will respond to a scenario applying the principles of PSY 220 and some of the foundational aspects of the Franciscan tradition and TJP to the challenging situation with which they have been presented.

- This assignment will be completed in three parts: vocab, resources, final paper.
- Vocab: after selecting their "Lot in Life" scenario, students will begin identifying appropriate vocabulary as it applies to the scenario and fulfills the requirements of the assignment.

- Resources: students will locate primary and peer-reviewed resources that help them navigate the scenario.
- Final paper: students will compose a paper, according to the rubrics and instructions provided.
- Vocab and resources assignments: 30 points each; final paper 140 points.

Grading Scale

The grading scale for this course is (this is course dependent and must be individualized)

A	94%
A-	90%
B+	87%
B-	83%
C+	80%
C	74%
C-	70%
D+	65%
D	60%
F	<59.59%

Assignments:

Assignments & Point Values:

Assignment	Total Number	Points Worth	Points Total	Percent of Grade
Exams	5	50 + 25	225	36%
Discussions	5	40	200	32%
Final Project	1	200	200	32%
Assignments Total			625	100%


Course Policies:

Late Policy & Due Date Extensions: Acceptance of work submitted past the due date or requests of due date extensions, including exams, may be considered in the event of unforeseen, documented hardships, such as medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing as well as intended are not acceptable excuses.




Exam Retakes: Exams retakes are different than requesting and being granted an extension on an exam. There are no exam retakes allowed in this course. Once you open an exam, you're stating that you have prepared adequately for the exam and you're accepting the results of the exam.

Extra Credit: There is no extra credit in this course.

Plagiarism Statement: Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the [Code of Student Rights and Responsibilities](https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.docx?sfvrsn=14)  (<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.docx?sfvrsn=14>) under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty.

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>  (<https://www.marian.edu/current-students/library>)
- Plagiarism.org: <https://plagiarism.org/>  (https://urldefense.com/v3/__https://plagiarism.org/__;!!DUogwUQ!T_yXRW2Aa1Gbx09gkwJ_Q3X0PNE2)
- Purdue OWL: <https://owl.purdue.edu/>  (https://urldefense.com/v3/__https://owl.purdue.edu/__;!!DUogwUQ!T_yXRW2Aa1Gbx09gkwJ_Q3X0PNE2)

Accommodation/Accessibility Statement: Marian University, through policy and practice, is committed to providing equitable access to learning opportunities for all students. If you experience, or anticipate experiencing, barriers to your education due to a disability please contact the Personalized Learning Center by emailing plc@marian.edu (<mailto:plc@marian.edu>) or calling **317.955.6540** to start a conversation.

Although a student may request an accommodation at any time, it is best to initiate the accommodation process as early as possible as it may take time to complete the interactive process and accommodations will not be implemented retroactively. If a reasonable accommodation is determined, a Course Accommodation Letter will be created at the Personalized Learning Center for the student to provide to their faculty members with information related to their accommodations. Faculty will not set up disability-related accommodations without a current semester Course Accommodation Letter.

Faculty, Staff or Student questions or concerns regarding the accommodation process can be sent to plc@marian.edu (<mailto:plc@marian.edu>) or Mandie Greiwe, agreiwe@marian.edu (<mailto:agreiwe@marian.edu>), Director of the Personalized Learning Center.

Diversity & Inclusion Statement: Marian's Adult and Online Programs (MAP) at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of race, ethnicity, religion, sexual orientation, gender identity, age, disability status, socio-

economic background, political perspective, culture, immigration status, and national origin. Online programs is committed to creating a safe and just environment of respect for students, faculty, and staff following our shared Franciscan values.

****Any changes to this syllabi will be communicated to the student.**

Please click here to download a [PDF of the syllabus.](#)

<https://marian.instructure.com/courses/7463276/files/312448476?wrap=1> ↓

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