The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

Course & Section Number with Course Title       Semester/Year of Course

This Course Outline is subject to change with notice.

Credit Hours:  3

Prerequisites:  PSYC 1030 and documented eligibility for collegiate level English.

Catalog Description:  This course is a study of the biological, psychological, and psychosocial bases of human development from conception through death. Topics include current research and theory pertaining to the physical, cognitive, personality, psychological, emotional, and social development across the lifespan.

Group for Whom the Class is Intended:  As a required course for students following the Associate of Arts (A.A.) or Associate of Science (A.S.) Psychology Tennessee Transfer Pathway (TTP); as an elective course in other TTPs; any student interested in human development.

Instructor Information:
- Name, Rank and Title
- Office Location
- Virtual Office Hours (10 per week for full-time faculty)
- On-ground Office Hours (5 per week for full-time faculty)
- Academic Advising Hours (2 per week for full-time faculty)
- Office Phone Number and Email Address

Required Texts:
Please refer to Official Departmental Textbook Document on the Social Sciences homepage.

Supplemental Materials:
List any recommended texts, special lab manuals, lab kits, study guides, etc. Omit this heading if no supplemental materials are recommended.

Distance Education Technology:
Hardware/Software Requirements:
Students should be directed to the individual online course homepage for hardware and software requirements pertaining to the course, and/or to the MSCC Schedule of Classes for the appropriate semester and the page number where the MSCC Internet Requirements can be found.

Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username:
msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

**Using D2L:**
For help with D2L including how to submit materials to a Dropbox, see this page: http://www.mscc.edu/techtube.aspx

**Special Instructions/Procedures:**
Provide instructions for D2L/MyWritingLab/Blackboard/etc., MSCC Computers Login, MSCC Library Login from Home, etc. if applicable.

**Technical Support/Assistance:**
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

**Program Outcomes:**

1: **Knowledge Base in Psychology**
Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students should demonstrate breadth of their knowledge and application of psychological ideas to simple problems.

**Objectives:**
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology

**Course Student Learning Outcomes:**
By the end of the course, . . .
1). Students will be able to describe key concepts, principles, and encompassing themes in human development.
2). Students will differentiate between the major historical theories of human development.
3). Students will be able to describe the professional interests and activities of developmental psychologists.
4). Students will be able to apply psychological content and skills to career goals.
5). Students will be able to demonstrate effective writing skills in an instructor-approved research paper adhering to APA format.

2: **Scientific Inquiry and Critical Thinking**
The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students should learn basic skills and concepts in
interpreting behavior, studying research and applying research design principles to drawing conclusions about psychological phenomena.

**Objectives:**
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy

**Course Student Learning Outcomes:**
- By the end of the course, . . .
  1. Students will engage in innovative and integrative thinking and problem solving.
  2. Students will describe how the scientific method is applied to evaluating theories in developmental psychology.
  3. Students will be able to describe how cultural diversity impacts development across the lifespan.
  4. Students will describe how findings from developmental psychology inform social programs.
  5. Students will exhibit effective presentation skills by describing the major events in biological, cognitive, and psychosocial development from conception through end-of-life.

**Major Assignments/Projects and Method for Calculating the Final Grade:**
List major assignments and explain how Final Grades will be determined, e.g. 1st Exam = 20% of Final Grade, Term Paper = 10% of Final Grade, etc. If several assignments (such as quizzes) will collectively represent a single component of the Final Grade, there is no need to list each assignment. For example, Quiz Average = 15% of Final Grade. Also, list Course Milestones to help students keep on track in an asynchronous environment, i.e., milestones or key events posted on the course calendar.

**Grading Policies:**

**Grading Scale:**
E.g. 100-90 = A, 89-80 = B, etc.

List any other policies that directly affect student grades such as those regarding Class Participation or Attendance. The weight of the specific component should be mentioned above under Major Assignments (as in, Class Participation = 10% of Final Grade). Here, explain how the specific grade will be determined (as in, “After the student’s second unexcused absence, each additional absence will lower the Final Course Grade by 5%”).

**Course Policies:**

**Academic Misconduct Policy:**
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b)
assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. In addition, disciplinary sanctions may be imposed through the regular institutional procedures. For more information, see MSCC Policy 3:02:00:03.

**Classroom Misconduct Policy:**
The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

**Guidelines for Communications:**

**Email:**
- Always include a subject line.
- Remember, without facial expressions some comments may be taken the wrong way.
- Please be considerate of others' feelings and be careful in working your emails.
- Use standard fonts.
- Do not send extremely large attachments with prior permission.
- Use standard formatting unless necessary to complete an assignment or special communication.
- Respect the privacy of other class members.

**Discussion Groups:**
- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the “Reply” button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group.
- Be respectful of other’s ideas.
- Be patient and read the comments of other group members thoroughly before responding.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.
Chat:
Introduce yourself to the other learners in the chat session.
Be polite. Choose your words carefully. Do not use derogatory statements.
Be concise in responding to others in the chat session.
Be prepared to open the chat session at the scheduled time.
Be constructive in your comments and suggestions.

List any other policy not mentioned under Grading Policies above, e.g. Make-up Work/Exams, Class Cancelation Procedures, Use of Electronic Devices in Class, Food/Drink in class, Bringing Children to the Classroom, Retention of Graded Assignments/Exams, Recording of Lectures, etc.

Web Resources:
Library:
All students enrolled at the college may access the Clayton-Glass Library online. Links to library materials, e.g., electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and library support services, are available at:
http://www.mscc.edu/library/index.aspx

Other Web Resources:
If applicable, provide any web resources, web sites, etc., that might assist students with course content or requirements.

Disability Services/Accommodations:
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mscc.edu/disability/index.aspx.

Confidentiality of Student Records:
The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

Student Success:

Tutoring:
MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. For additional help, see the Student Success page:
http://www.mscc.edu/student_success/index.aspx
**Academic Advisement:**
MSCC Instructors can guide students to specific resources regarding Advisement. For additional help, see the Academic Advisement page: [http://www.mscc.edu/advisement/index.aspx](http://www.mscc.edu/advisement/index.aspx)

List any discipline-specific Student Success resources that Instructor’s are likely to utilize, e.g. Smarthinking, along with instructions for access.

**Class Daily Schedule:**
Give a brief explanation of how the schedule should be read, e.g. “Reading assignments will be discussed in class on the date for which they are listed. Reading should be completed before the date.”

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