Meeting Dates/Times: Wednesdays 5:00-9:00 pm Room TBA

Instructor: Dr. Linda H. Buza, Ed. D.

E-mail: buzal@stthom.edu

Phone: 281-684-0850


**Course Description:** The development of the individual is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. This course therefore embraces both scientific discoveries and personal insights. It is important to remember that each of us analyzing the developing individual is only human, and thus our interpretation of behavior and change is filtered through our own biases. So that you may identify biases where they occur, we will spend time becoming familiar with the major theories of human development and the terms these theories use, paying special attention to the research that supports or contradicts each perspective. Critical thinking, as well as mastery of the material, is a goal of this course. Probably no other field of study more abounds with free advice than child rearing, yet much of this advice has been handed out in ignorance of the available experimental data and/or established techniques for objective testing. We will work to develop skills for evaluating the views and advice you
will continue to hear long after you close your books. To that end, the course will include an
individualized project to help you compare and contrast the perspectives taken by the experts.

Objectives: At the end this course, you should be able to:

1. Describe development—including biosocial, cognitive, and psychosocial—as an ongoing set of
   processes, involving both continuity and change, by giving examples from the literature

2. Analyze different developmental events from the perspectives of the major theories of
   development—cognitive, learning, humanistic, and psychoanalytic—and recognize those
   theories when used by others to analyze events.

3. Explain how research contributes to the understanding of development and evaluate and use
   research findings to investigate a topic of interest to you.

4. Recall important developmental concepts and be able to recognize and apply these concepts in
   various situations.

5. Formulate relevant questions about developmental processes and events and use standardized
   techniques for gathering objective answers to these questions.

Classroom Activity: The use of lecture time will vary, depending on the learning objectives. For example,
lectures may be used for clarifying text material or introducing new material, for discussing how to
identify and apply principles or theories, and for films on special topics, lecturers of special interest or
student presentations.

Projects and Assignments

Child/Alternative (Elder/Teen/etc) Study Project - In an area of study as vast as human development, it
is hard to focus as a class on specific topics, age groups, or views that may concern you. For this study
project, you will have an opportunity to explore an area of age-range interest, while at the same time
developing the skills set out in the learning objectives. The purpose of the assignment is to study a
child/adolescent/adult closely and report the results of the study. The value of the assignment is to
relate concepts learned from the course and text to real life. This assignment will be done individually. A
3 page minimum written report will be submitted to the professor and a minimum 10 minute oral report
will be given to the class.

Please follow these guidelines:
1. If you have selected a child/adolescent for study, secure the parent’s or guardian’s consent. Explain that you are doing this research for a course in life-span development and that the child’s name will not be used in the report. Explain that the main purpose of the assignment is to help you see the relationship between textbook knowledge of child development and real children. Also, explain that you are not making a psychological evaluation of the child— you are not qualified to do so.

2. Before you begin your study, read the three text chapters that apply to the age to which your child belongs.

3. Collect the information for your report in several ways:
   
a. Naturalistic Observation: Observe the child for one hour. Try to be as unobtrusive as possible. Write down, minute by minute, everything the child does and that others do with the child. Try to be objective, focusing on the behavior rather than the interpretation. After your observation, summarize the data in two ways: (1) Note the percentage of time spent in various activities, and (2) note the frequency of the various behaviors.

b. Interviewing parents/guardians and other adults responsible for the child’s care: The interview should be open-ended. Your goals are to learn (1) the child’s history, (2) the child’s daily routine, (3) current problems that may affect the child, (4) a description of the child’s character and personality. Include special strengths and weaknesses. Write down all you have learned as soon as the interview has been completed.

c. Informal interaction: Interact with the child for at least an hour. Your goal is to observe the child’s personality and abilities in a relaxed setting. The particular activities you engage in will depend on the child’s age and character

**Research Topic Presentation and Paper Topics**

You will individually develop a paper of 600-700 words and create a PowerPoint (or other creative medium) presentation (18-20 slides) on the topic.

- The paper must be written in APA style and contain at least 6 references.
- The references can include a mixture of internet resources, books and journals.

1. **A Comparison of Child Rearing Practices between Two Cultures.**
2. **Stay at Home Moms versus Working Mothers: Impact on Child Rearing**
3. **Personality Development in Young Children: From Freud to Carl Jung**
4. **A Comparison between a Behaviorist Approach and a Socio-cultural Approach to Child Rearing.**
5. Technology’ Influence in Adolescent Social Behavior
6. Middle Adults Returning to College
7. Euthanasia: Pros and Cons of Mercy Killing
8. Teaching Social Skills to Increase Emotional Intelligence

Major Theorist Article Report –TBA-

You are assigned to locate two journal articles written by one of the theorists listed in your class textbook and write a review based on the following guidelines:

- Limit the body of your written review to no more than two pages.
- Include a brief review of the major ideas of the articles.
- Include a personal reaction statement related to the articles. Describe specifically what you liked or did not like about the article and explain ways you will use this information in your professional practice.

Chapter Readings and Papers

As a hybrid class, much of the work is accomplished away from the classroom setting. Students are responsible for reading the chapters outside of class. In addition, you are required to write a 1/2 page paper, 10-12 point font, using APA formatting describing a section of each chapter that you felt was significant regarding your role as an educator in a public/private school setting or agency.

Final Exam: the comprehensive final exam will be given at the designated UST exam time.

Expectations/Policies for Class:

1. Be on time and present for class. Class starts at 5:00 PM each class period. Please be in class and prepared to participate by that time each class period.
2. Demonstrate a professional attitude and demeanor.
3. Participate actively in the class activities and discussions.
4. Complete all assignments by the due date. Late assignments will receive lower scores.
5. Written work reflects Standard English. Papers are to be double spaced using 10-12 point fonts. Any papers larger than 12 point font will not be accepted.
6. Cell phones – please turn off your cell phone for this class. Do not text message or check messages while seated in the class.
7. Learn from the course materials, each other and enjoy the course.
8. **Attendance is critical.** Please be present for each class and arrive on time.
Grading Scale:

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American with Disabilities Act:

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. And most of all do not be embarrassed in discussing any problem as ALL are confidential. You can see the professor before or after class or request time to discuss any matters.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162.

Course Requirements:

- Research paper and Presentation: 25%
- Child/Alternative Study Project/Paper & Presentation: 25%
Class Participation/Chapter Reviews 25 %
Final Exam 25 %

Class Schedule

Thursdays May 29-June 26

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<th>Date</th>
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| May 27 | Course Introduction
Class Discussion of Parts I and II
Assignment of Presentation Topics and Dates | Read Part III, IV                       |
| June 3 | Discussion of Parts III and IV
Case Study Presentations
Research Paper Presentations | Read Part V, VI                          |
| June 10| Discussion of Parts IV and V
Case Study Presentations
Research Paper Presentations | Read Parts VI, VII                       |
<p>| June 17| <strong>Hybrid Session, Midterm Exam TBA</strong>             | Read Parts VIII and Epilogue            |</p>
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<th>Discussion of Parts VIII and Epilogue</th>
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