EDUC 5339: Human Growth and Development
University of St. Thomas
Syllabus Summer I 2015

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COURSE DESCRIPTION:
General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.

COURSE TEXT:

Required Format for All Academic Assignments

HOW TO CONTACT YOUR INSTRUCTOR:
I can be contacted by e-mail through either of the e-mail addresses listed above or by phone. I will usually respond within 24 hours. If you don’t hear from me, it is probably because I did not get the message. Feel free to email, call or text me.

COURSE GOALS AND OBJECTIVES:
Upon successful completion of the course, the student will possess the skills necessary to understand theoretical approaches to human development as follows:
1. Communicate a basic knowledge of developmental theories and research.
2. Distinguish between the different theoretical approaches to understanding and interpreting development.
3. Identify developmental tasks in major milestones of human development.
4. Discuss various aspects of prenatal development, birth, and postnatal development.
5. Discuss aspects of physical, cognitive, language, emotional, and social factors in human development from birth to death and the interrelationship of their developmental areas.
6. Understand the effects of social forces on human development including family, peers, and other societal factors.
7. Interpret the influence of heredity and environment on human development.
8. Draw inferences from human development for professional and personal development.
9. Indicate a working knowledge of a social systems approach to human growth and development.
10. Indicate an understanding of our biological heritage.
STUDENT OUTCOMES:
By the conclusion of this course, participants will demonstrate knowledge and understanding of:
1. The physical, cognitive and social/emotional development of the various stages of human growth.
2. An alignment of observations of individuals’ physical, cognitive and social/emotional development to the theories presented in the course.
3. Theories, methods and research findings of life-span psychology.
4. The major developmental theorists and discuss what each brings to or adds to the study of human development.
5. How people change in terms of their cognitive abilities, psychosocial development (including moral reasoning, affective development, and personality development), and biosocial status through the lifespan.
6. The research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.
7. Identify some of the factors that put people at increased risk for developing psychological problems at each stage of the lifespan.
8. Compare cultural differences affecting human growth and development.

METHODOLOGY:
This course is conducted face to face. You are expected to be active learners and submit your assignments via Blackboard on time. Class participation is required. The class is scheduled for Tuesdays, 5:00-9:00 p.m. from May 26-June 23, 2015.

ASSIGNMENTS:

- **Readings:** Weekly Readings in the textbook.
- **Lectures:** All Lectures are delivered in class. There is usually one lecture per week that relates directly to the weekly assignments.
- **Discussion Board:** You are required to engage in a weekly online discussion. To do so, you will need to research the topic and include the citation at the bottom of your discussion thread. Your thread must be at least 10 lines. Thereafter, you must respond to at least two peers with a substantial response.
- **End of Module Assignments**
- **PowerPoint Presentation (Individual):** Create an 8-10 slide presentation on one of the topics listed below.
- **Paper (Individual):** See details below.
- **Final:** The final exam is presented on Blackboard on June 30, 2015.
- Late assignments usually result in loss of some credit, as much as 30%.
PowerPoint and Paper Topics – Final Presentation

You will individually develop a paper of 600-700 words and create a PowerPoint presentation (8-10 slides) on a specific topic listed.

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

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 Influences on 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
9. A topic of your choice that is approved by the instructor
10. Submit your Scholarly Paper to the Assignments folder in this learning module. Be certain that you use APA publication style in this submission.

WEEKLY ASSIGNMENTS/COURSE CALENDAR:

Week 1: The Beginnings and First Two Years

Orientation Module

- Read the syllabus
- Special Assignment: I find it helpful to introduce myself and let you introduce each other on the Discussion Board. Please respond to other students’ biographies (or mine) and tell us if this is your first online course or if you have experienced this type of learning before.
- Become familiar with your online learning environment. Click around the pages and make sure you see where to submit assignments, take quizzes and tests.
- Learning Module One: Foundations of Development - Prenatal Development, Birth, and the Newborn Baby. Read Chapters 1-4, and 6-7
- Discussion Assignment: Nature v. Nurture: What are the effects of genetics and environment on an individual? Which has a greater influence on the final product? Include the theories from your text or other readings in your discussion.
Week 2: Early Childhood

Learning Module Two: Early Childhood Biosocial, Cognitive and Psychosocial Development

- Chapters 8-10
- Lecture
- Discussion Assignments: Vygotsky-Social Learning, Brain and Context, Child-Centered and Teacher-Directed Programs
- End of Module Assignment
- Prepare for next week’s chapters.

Week 3: Middle Childhood and Adolescence


- Chapters 11-13, 14-16
- Lecture 3
- Discussion Assignments: Piaget and School Age Children; Vygotsky and Information Processing. Children with special needs, Differences in Language Learning and the Nature of a Child.
- End of Module Assignment
- Prepare for next week’s chapters.

Week 4: Emerging Adulthood and Adulthood

Learning Module Four: Physical, Cognitive Development, and Social/Emotional Development in Adulthood

- Chapters 17-22
- Lecture 4
- Discussion Assignments: What is intelligence? Psychopathology; Theories of Adult Personality
- End of Module Assignment
- Prepare for next week’s chapters.

Week 5: Late Adulthood and Epilogue

Learning Module Five: Theories of Aging, Neurocognitive Disorders, Information Processing after age 65 and Death and Hope

- Chapters 20-25
- Lecture 5
• Discussion: **Retirement in Late Adulthood**: People are living longer and are generally healthier because of medical advance. Discuss whether the retirement age of 65 should be raised. Address the pros and cons.

• PowerPoint and Individual Paper Presentation

• **FINAL EXAM-June 30, 2015** (Blackboard)

**COURSE REQUIREMENTS:**
1. Students will complete all responsibilities for the course and adhere to the class schedule. Please know that late entries may result in a lower grade.

2. Students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. The essay component of examinations will be graded on correctness of grammatical usage, word choice, and spelling, as well as content.

3. Students must follow the rules of the publication manual of the American Psychological Association (APA) (6th. edition) in citing references. All papers must be written using the American Psychological Association (APA) style.

4. Students should consult the current catalogue for information regarding the last day to drop or resign from the University without grade penalty. Students are responsible for completing required forms when they find it necessary to discontinue University work prior to the end of the semester. Students are responsible for following the proper procedures when dropping this course. Students will not be given make-up exams without a valid written excuse for the absence.

**ATTENDANCE**
Attendance is defined as weekly class meetings from 5-9 p.m. on Tuesdays during the five week session. It includes completing your weekly assignments on time, responding to your peers on the Discussion Board and responding to your instructor’s requests.

**Explanation of Grading**
1. If students are not meeting course requirements, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor; the situation will be addressed, and solutions will be documented in writing.

2. Unless otherwise noted in the syllabus, the requirements for each written assignment are either met or not. The evaluation of written work is either evaluated as **accepted** or **opportunity**. **Accepted** means the knowledge, abilities, or skills demonstrated by the assignment have met course expectations. **Opportunity** means the knowledge, abilities, or skills represented by the written assignment have not met course expectations. Students are given the opportunity to make the necessary improvements as indicated by the professor within 48 hours of the return of the assignment. Students have one opportunity to bring written work to course expectations.

3. APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments. They are submitted in the format demonstrated by the professor and in formal, academic English. The professor is available to help students who are unfamiliar with
formal, academic English or for whom English is not their native language. The learning center on campus is also available to students.

4. Students who have all their assignments accepted and have met attendance, punctuality, and engagement responsibilities will come into the final examination with a $B$ in this course. All other things being equal, the final examination separates the $Bs$ from the $As$.

5. The comprehensive, in-class, final presentation is graded either by numbers or letters at the discretion of the professor, and the final presentation must be submitted and presented on designated date (Week 5).

6. Number grades transfer to letter grades in the following manner: 92-100% $A$; 90-91% $B+$; 80-89% $B$; 70-79% $C$; below 70% $F$. Minuses are reserved for the consequences of absences or being late for class or missing one minor assignment. The missing of a major assignment reduces the grade by one whole letter. The class is five weeks. An absence can result in the renegotiation of this contract. One absence can affect a grade. Punctuality is defined as being seated and ready for class no later than 5:15 PM. Note: Due to the University’s closure on May 26, 2015 due to inclement weather, this date is not considered an absence.

The final examination is designed in such a way students will be able to meet course expectations only when they have completed all reading assignments on time, completed end of module assignments and have engaged in the conversations with other students and the professor in every class. In other words, if students have come to every class prepared and have engaged in the class discussions, studying for the final examination is not necessary. If they have not come to class prepared and engaged in conversation, no amount of studying will prepare them for the final examination/presentation.

PROFESSIONAL STANDARDS OF BEHAVIOR

The State Board for Educator Certification (SBEC) has designated the University of St. Thomas as a Center for Professional Development. As part of your professional development, students are expected to maintain the highest standards for scholarship and professionalism.

Social Justice Teachings. As educators, the tenets of social justice play a pivotal role in decision-making strategies employed in public, private, and Catholic schools of all levels. The UST School of Education programs are particularly informed by three selected social justice teachings:

- Subsidiarity: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- Dignity and Rights of Children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- People Have a Right to an Education: All people have a responsibility, for the good of society, to contribute to and foster education.
PLAGIARISM:

The University of St. Thomas prohibits plagiarism. All sources, including electronic sources, must be documented. If there is any question about plagiarism occurring, the paper will be checked according to the university procedures.

“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, and is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When a student submits work purporting to be her or his own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or other source. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

ADA STATEMENT ON DISABILITIES

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.