EDUC 5339: Human Growth and Development
University of St. Thomas
Summer 2015
( May 26 – August 8, 2015, Online Course, KC18 )

INSTRUCTOR
Mei-Chih Wang, Ed. D.
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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

HOW TO CONTACT YOUR INSTRUCTOR
Dr. Wang can be contacted by e-mail. She will usually respond within 24-48 hours. If you don’t hear from her, it is probably because she did not get the message. Feel free to contact Dr. Wang at any time 24/7.

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. Discuss aspects of physical development from infancy through old age.
   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 100% online. This course requires extended amounts of independent, self-paced, reading, researching and learning. You are expected to be active learners and submit your assignments via Blackboard on time. You are expected to download the power points and to read every chapter and any other assigned reading. Assignments are subject to change at any time.

ASSIGNMENTS
• Late assignments will be counted off by 30% and not accepted after two days.
• Readings: Weekly Readings in the textbook.
• Lectures: All Lectures are posted in the Course Documents of Blackboard. There is one lecture per week that relates directly to the week’s assignments.
• Discussion Board: You are required to engage in a weekly discussion. You are required to research the topic and include the citation at the bottom of your discussion thread. Your thread must be at least 10 lines. You must respond to at least two peers with a substantial response. If you miss two Discussions in a row I will assume you have dropped the course, unless you have notified me of your absence in advance.
• Midterm Exam: The midterm exam will consist of 45 multiple-choice questions and 1 essay question covering the first four weeks of class (Ch. 1-13).
• **Final Exam:** The final exam will consist of 45 multiple-choice questions and 1 essay question covering the last four weeks of class (Ch. 14-25).

• **Field Experiences and Reports:** You are required to observe eight (8) individuals: (1) an infant/toddler (0-2 years old),
  (2) a child in early childhood (2-6 years old),
  (3) a child in middle childhood (6-11 years old),
  (4) an adolescent (11-18 years old),
  (5) a young adult (18-25 years old),
  (6) Adulthood (25-45 years old),
  (7) Middle Adulthood (45-65 years old),
  (8) Late Adulthood (65 and older).

  In your written report, compare what you observed to a person’s physical, cognitive and social/emotional stage of development. Use citation of the textbook as well as outside readings, and present your paper in APA format.

• **PowerPoint Presentation (Individual) & Paper (Individual):** You will individually develop a paper of 600-700 words **AND** create a media presentation (10-12 slides) on one of the topics listed below.

  2. Stay at Home Moms versus Working Mothers: Impact on Child Rearing
  3. Personality Development in Young Children: From Freud to Carl Jung
  5. Technology’s 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

  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.

**WEEKLY ASSIGNMENTS/COURSE CALENDAR**

**Week 1: May 26 – May 31, 2015**

**Orientation Module**

• Read the syllabus
• Complete Orientation Practice Quiz
• Become familiar with your online learning environment. Click around the pages and make sure you see where to submit assignments, take quizzes and tests, and view/read lectures.

• **Special Assignment:** It’s helpful to let you introduce each other on the Discussion Board. Please respond to other students’ biographies and tell us if this is your first online course or if you have experienced this type of learning before.
**Week 2: June 1 – June 7, 2015**

**Learning Module One:** History, Theory and Research Strategies.
- Read Chapters 1 and 2
- View Lecture #1
- Discussion Assignment 1: **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. Research this topic. Enter a thread of at least 10 lines and respond to at least 2 peers.

**Learning Module Two:** Foundations of Development - Prenatal Development and Birth.
- Read Chapters 3 and 4
- View Lecture #2
- Discussion Assignment 2: **Toys.** Evaluate and discuss several toys designed for infants and toddlers with respect to the perceptual capacities needed to respond appropriately to the toys, the motor skills required to play with the toys and the abilities that the toys are designed to promote. You can inspect these toys at a toy store, on the internet, or at home if you have children.

**Week 3: June 8 – June 14, 2015**

**Learning Module Three:** Physical, Cognitive, and Social/Emotional Development in Infancy and Toddlerhood
- Read Chapters 5, 6, 7
- View Lecture #3
- Complete Field Experience Report 1: An Infant/Toddler
- Discussion Assignment 3: **Neighborhoods.** Neighborhood environments are important context for development. Reflect on your childhood neighborhood and your current neighborhood and discuss how neighborhoods have changed. Why have they changed? Discuss the pros and cons those changes bring. Research this topic. Enter a thread of at least 10 lines and respond to at least 2 peers.

**Week 4: June 15 – June 21, 2015**

**Learning Module Four:** Physical, Cognitive, and Social/Emotional Development in Early Childhood
- Read Chapters 8, 9, 10
- View Lecture #4
- Complete Field Experience Report 2: A Child in Early Childhood
- Discussion Assignment 4: **Friends.** Discuss the differences between a "friend" and a "close friend" in relation to the following age groups: a teenager - a young adult - an older adult. Explain the roles that friends play in early childhood. Research this topic. Insert a thread and respond to at least two of your peers.
**Week 5: June 22 – June 28, 2015**

**Learning Module Five:** Physical, Cognitive, and Social/Emotional Development in Middle Childhood
- Read Chapters 11, 12, 13
- View Lecture #5
- Complete Field Experience Report 3: A Child in Middle Childhood
- Discussion Assignment 5: Obesity in Middle Childhood. There is an epidemic of childhood obesity in the United States and throughout the world. This is especially troublesome in middle childhood when children are approaching puberty. Research this topic and discuss what educators, parents and society in general can do to deal with this problem. Insert a thread and respond to at least two of your peers.

**Week 6: June 29 – July 5, 2015**

**Learning Module Six: Mid Term Exam**
- The exam will cover Chapters 1-13. Please be prepared even though it is an open book exam. You may only enter the Exam Room once and you have 3 hours to complete it. Once in a while a student may be knocked out in the middle of an exam. If this happens please e-mail me immediately.
- Prior to the exam you may discuss the exam with your peers on the Discussion Board. A review sheet is available to help you prepare for your exam.

**Week 7: July 6 – July 12, 2015**

**Learning Module Seven:** Physical, Cognitive, and Social/Emotional Development in Adolescence
- Read Chapters 14, 15, 16
- View Lecture #6
- Complete Field Experience Report 4: An Adolescent
- Discussion Assignment 6: Early Pregnancy and Drug Consumption. What can society, the education and medical communities, and churches etc. do to tackle the drug problems of adolescence and reduce teen age pregnancies? Research several prevention programs. Insert a thread and respond to at least two of your peers.
- **4 Field Experience Reports are due this week in the Assignments folder of this learning module. Attach the files and submit them.**

**Week 8: July 13 – July 19, 2015**

**Learning Module Eight:** Physical, Cognitive, and Social/Emotional Development In Early Adulthood
- Read Chapters 17, 18, 19
- View Lecture #7
- Complete Field Experience Report 5: A Young Adult
- Discussion Assignment 7: Family Structure. Discuss today's high rate of divorce and re-marriage and the changing structure of family life including children raised by single parents, grandparents, foster parents, GLBT parents. What is a dysfunctional family? What is a functional family? Research this topic. Insert a thread and respond to at least two of your peers.
Week 9: July 20 – July 26, 2015

Learning Module Nine: Physical, Cognitive, and Social/Emotional Development in Middle Adulthood
• Read Chapters 20, 21 and 22
• View Lecture 8
• Complete Field Experience Report 6: Adulthood
• Complete Field Experience Report 7: Middle Adulthood
• Discussion Assignment 8: Mid-Life Crisis. Individuals past 40 years old begin to re-evaluate their lives. Discuss some of the behaviors of the ‘mid-life’ crisis and how people find various ways to cope with it. Research this topic. Insert a thread and respond to at least two of your peers.

Week 10: July 27 – August 2, 2015

Learning Module Ten: Physical, Cognitive, and Social/Emotional Development in Late Adulthood
• Read Chapters 23, 24 and 25
• View Lecture 9
• Complete Field Experience Report 8: Late Adulthood
• Discussion Assignment 9: 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. Research this topic. Insert a thread and respond to at least two of your peers.

Learning Module Eleven: Death, Dying and Bereavement
• Read Epilogue
• View Lecture 10
• Discussion Assignment 10: Death and Dying. Discuss the following:
  1) Why do the majority of individuals fear death?
  2) Most religions promise believers the reward of a good life after death. Is this reward another way to deny the reality and sadness of death?
  3) What does this denial and subsequent fear of death do to us when a loved one or when we are facing death?
  4) What are some ways that individuals deny death? Research this topic. Insert a thread and respond to at least two of your peers.

Week 11: August 3 – August 8, 2015

Learning Module Twelve: Papers
• Submit your Individual Paper to the Assignment folder in this learning module.

Learning Module Thirteen: PowerPoint Presentations
• Presentations: Attach your Media Presentation to the Assignment folder called “PowerPoint Presentation”.
• Discussion Board: View your peers’ Power Point Presentations, and ask questions and offer comments.

Learning Module Fourteen: Final Exam
• Study and take the Final Exam: Chapters 14-25
• 4 Field Experience Reports are due this week in the Assignments folder of this learning module. Attach the files and submit them.
COURSE REQUIREMENTS

1. Students will complete all responsibilities for the course and adhere to the online schedule.

2. Students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. The essay component 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) 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.

5. Students will not be given make-up exams without a valid written excuse for the absence.

ATTENDANCE

Attendance online includes completing your weekly assignments on time, responding to your peers on the Discussion Board and responding to your instructor’s requests. Always communicate with me if you have any extenuating circumstances that may impact your ability to turn your work in on time.

GRADE DISTRIBUTION

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PROFESSIONAL STANDARDS OF BEHAVIOR

Students are expected to maintain professional standards of behavior at all times when fulfilling course requirements. 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.

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 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 students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are 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 whatever. 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.