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Course Description:
The development of a human being is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes associated with growth and aging. Each of us, and everyone we care about, is moving through this process. This course includes science based discoveries, practical applications in the schools 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 impacted by our personal viewpoints, family lore and even biases. We will spend time becoming familiar with the viewpoints of the major theories of human development and the terms they 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 that regarding child development and 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 your professional career in addition to developing a broad understanding of typical human development throughout the life time.

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. In general lectures will begin with approximately 45 minutes of discussion and review of the assigned reading material. The balance of the session will be used for discussing how to identify and apply principles or theories, and for films on special topics, lecturers of special interest or student presentations.

SOCIAL JUSTICE TEACHINGS for UST School of Education:
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. These tenets are listed here:
• **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.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

**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 or 6953.

**PROJECTS AND ASSIGNMENTS**

**CHAPTER READINGS AND OUTLINES**
As a hybrid class, much of your studying will be on your own, away from the classroom setting. It is extremely important that all students read/review the chapters before coming to class. In addition, you are required to write an outline summarizing each chapter listed as required reading on the syllabus. The outline should include all major chapter headings, important names, concepts and key words. Simple (major concepts only) “pop” quizzes may be presented at the beginning of each class. These questions from these quizzes will make up the final exam.

**CHILD 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 theoretical views. For this study project, you will have an opportunity to explore an age-range in which you are particularly interested. The assignment is to study a child/adolescent/adult closely and report the results of the study. The goal of the assignment is to relate concepts learned from the course and text to real life, especially as you will have to do when you write reports as an assessment professional. 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.

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 completing any sort of evaluation of the child.
2. Before you begin your study, read the three text chapters that apply to the age to which your child/case study belongs.
3. Collect the information for your report in several ways:
Naturalistic Observation: Observe what the child chooses to do in an environment that is familiar to him/her (school, home) 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, focus on the BEHAVIOR rather than the interpretation. After your observation, summarize the data in two ways: (1) Note the percentage of time the child spent in various activities, and (2) note the frequency of each noted behavior.

Interviewing parents/guardians and other adults responsible for the child’s care: The interview should be open-ended. Your goals are to gather a description of the child’s (1) history, (2) daily routine, (3) any current problems/challenges, (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 or type it as you go if you can.

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

DEVELOPMENTAL CHARTS
As we read through the chapters you will work collaboratively to develop four developmental charts (Ages 0 to 5; Ages 5-1 to 12-0, and Ages 12-1 to 20), that will hopefully be useful to you in your professional career. You will be given a rubric to follow and you can complete it during class either using a hard copy or your laptop or tablet. You will be expected to submit your completed charts by the end of the class.

TOPIC PRESENTATION
Individually develop a PowerPoint (or other creative medium) presentation (18-20 slides) on a topic. The sources can include a mixture of internet resources, books and journals. TOPICS MUST BE OK’D by the professor, but below are examples of possible topics:
2. Stay at Home Moms versus Working Mothers: Impact on Child Rearing
3. Personality Development in Young Children (choose one theoretical perspective)
4. A Comparison between a Behaviorist Approach and a Socio-cultural Approach to Child Rearing
5. Technology’s Influence in Adolescent Social Behavior
6. Middle-aged Adults Returning to College
7. Teaching Social Skills to Increase Emotional Intelligence

FINAL EXAM
Due to the abbreviated schedule of this semester there will not be a midterm. The final exam will be comprehensive and will be given online at the designated UST exam time.

EXPECTATIONS/POLICIES FOR CLASS
1. Attendance is critical. Please be present for each class and arrive on time.
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 font.
6. Cell phones – please turn off your cell phone for this class. Do not text message or check messages while seated in the class. We will have breaks to provide you with an opportunity to do these things.
7. Learn from the course materials, each other, and enjoy the course!
OVERALL COURSE REQUIREMENTS:

Class attendance, discussion participation 20%
Chapter summaries/outlines 25% (5% extra possible)
Presentation 15%
Child Study Project/Paper & Presentation 20%
Final Exam 15%

Grading Scale:
95-100 A
90-94 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
72-76 C
70-71 C-

CLASS SCHEDULE

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Course Introduction</td>
<td>Readings and Outlines: Text Part I and II</td>
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<td>May 26</td>
<td>Discussion of text Part I and Part II</td>
<td>Begin first Developmental Chart (in class)</td>
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<td>Select Presentation Topics and Case Study</td>
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<td>presentation dates in class</td>
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<td>Week Two</td>
<td>Discussion of Part III and Part IV</td>
<td>Readings and Outlines: Text Part III and Part IV</td>
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<td>June 2</td>
<td>Case Study Presentations</td>
<td>Developmental Charts cont.</td>
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<td>Topic Presentations</td>
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<td>Week Three</td>
<td>Discussion of Part V and VI</td>
<td>Readings and Outlines: Text Part V and VI</td>
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<td>June 9</td>
<td>Case Study Presentations</td>
<td>Developmental Charts cont.</td>
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<td>Topic Presentations</td>
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<td>Week Four</td>
<td>Discussion of Parts VII and VIII</td>
<td>Readings and Outlines: Parts VII and VIII</td>
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<td>June 16</td>
<td>Case Study Presentations</td>
<td>Developmental Charts cont.</td>
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<td>Topic Presentations</td>
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<td>Week Five</td>
<td>Review for Final Exam</td>
<td>Epilogue, Appendix A and B</td>
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<td>June 23</td>
<td>Case Study Presentations</td>
<td>Review for online Final Exam</td>
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<td>Topic Presentations</td>
<td>FINAL EXAM: JUNE 30th</td>
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