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

INSTRUCTOR: Carol Booth, Ph.D.
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FAX:

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:
I can be contacted by e-mail through my UST e-mail address above or by phone. I will usually respond within 24 hours. If I will be away for a longer period of time, I will post my return date on the Announcement section ahead of time. I will also be checking my stthom email several times a week to answer any questions that have been posted there by students.

SOCIAL JUSTICE TENETS
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.
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.

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 in person and on-line. You are expected to be active learners and submit your assignments via Blackboard on time. You are expected to download the power points and listen to the lectures and to read every chapter and any other assigned reading.

ASSIGNMENTS
- **Readings:** Weekly Readings in the textbook.
- **Lectures:** All Lectures are posted in the Course Documents of Blackboard. There are three lectures per week that relate directly to the week’s assignments.
- **Classroom Discussion:**
  - You are required to engage in in-class discussion.
Field Experiences and Reports
You are required to observe eight (8) individuals: (1) an infant/toddler (0-2) (2) a child in early childhood (3-6), (3) a child in middle childhood (7-12), (4) an adolescent (13-17), (5) a young adult (18-26), (6) Adulthood (27-45) (7) Middle Adulthood (46-65) (8) Late Adulthood (66 and older). In your written report, compare what you observed to Berk’s account of the person’s physical, cognitive and social/emotional stage of development. Use citation of outside readings and present your paper in APA format.

PowerPoint Presentation (Individual): Create an 18-20 slide presentation on one of the topics listed below.


Midterm: The midterm will consist of 50 multiple-choice questions covering the first four weeks (Ch. 1-6).

Final: The final exam will consist of 50 questions covering the last four weeks of class (Ch. 7-11)

Late assignments will be counted off by 10% and not accepted after two days.

PowerPoint and Paper Topics
You will individually develop a paper of 600-700 words and create a PowerPoint 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.

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’ 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

WEEKLY ASSIGNMENTS/COURSE CALENDAR:

Date 5/28/15

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.
Date: 5/28/15  
**Learning Module One:** History, Theory and Research Strategies  
Read Chapters 1 and 2.  
- View Lecture #1  
- Classroom 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. Research this topic.

Date: 5/28/15  
**Learning Module Two:** Foundations of Development - Prenatal Development, Birth, and the Newborn Baby  
- Read Chapters 3 and 4  
- View Lecture #2  
- Class Discussion Assignment: **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.

Date: 6/4/15  
**Learning Module Three:** Physical Development, Cognitive Development and Emotional & Social Development in Infancy and Toddlerhood  
- Read Chapters 5, 6 and 7  
- View Lecture 3  
- Discussion: **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 the cons those changes bring. Research this topic. Enter a thread and respond to at least 2 peers.

Date: 6/4/15  
**Learning Module Four:** Physical, Cognitive Development, and Social/Emotional Development in Early Childhood  
- Read Chapters 8, 9 and 10  
- View Lecture 4  
- **Class Discussion Assignment**: **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.
Date: 6/4/15

Learning Module Five: Physical, Cognitive and Social/Emotional Development in Middle Childhood: 6 to 11

- Read Chapters 11, 12 and 13
- View Lecture 5
- Class Discussion Assignment: **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.

Date: 6/11/15

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 or call 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.

Date: 6/11/15

Learning Module Seven: Physical Cognitive and Emotional/Social Development in Adolescence

- Read Chapters 14, 15 and 16
- View lecture 6
- Class Discussion Assignment: **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.
- 4 Field Experience Reports are due this week in the Assignments folder of this learning module. Attach the files and submit them.

Date: 6/11/15

Learning Module Eight: Emerging Adulthood
• Read Chapters 17, 18 and 19
• View Lecture 7: Physical, Cognitive, & Social/Emotional Development in Early Adulthood
• Class Discussion Assignment: **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, gay parents. What is a dysfunctional family? What is a functional family?

**Date: 6/18/15**

**Learning Module Nine:** Physical, Cognitive, & Social/Emotional Development in Adulthood

• Read Chapters 20, 21 and 22
• View Lecture 8
• Class Discussion Assignment: **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.

**Date: 6/18/15**

**Learning Module Ten:** Physical, Cognitive, & Social/Emotional Development in Late Adulthood

• Read Chapters 23, 24 and 25
• View Lecture 9
• Discussion Assignment: **Retirement in Late Adulthood**: People are living longer and are generally healthier because of medical advances. Discuss whether the retirement age of 65 should be raised. Address the pros and cons. Research this topic.

**Date: 6/18/15**

**Learning Module Eleven:** Death, Dying and Bereavement

• Read Epilogue

• View Lecture 10
• Class Discussion Assignment: **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.

**Date: 6/25/15**
Learning Module Twelve: Individual Papers

- Submit your Paper to the Assignments folder in this learning module.

Date: 6/25/15

Learning Module Thirteen: Individual PowerPoint Presentations

- Presentations: Attach your PowerPoint Presentation to the Assignment Folder called “PowerPoint Presentation”.
- View your peers’ Power Point Presentations
- Discussion Board: Ask questions and offer comments on the Power Points Presentations you examined.
- Study for Final Exam

Date: 6/25/15

Learning Module Fourteen: Final Exam

- Final Exam: Chapters 10-19
- 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 on-line 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.

5. 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.

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

Students will be administered two exams, a mid-term exam and a final exam. The final grade will include grades from the examination, from on-line discussion, from a group presentation and a scholarly paper.

EXAMS
There will be two exams that will be given within the semester. The Mid-term exam will include material covered up to testing (Chapters 1-10) and the Final exam will cover Chapters 11-19.

ATTENDANCE
Attendance on line includes completing your weekly assignments on time, responding to your peers on the Discussion Board and responding to your instructor’s requests.

GRADE DISTRIBUTION

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Grade Points

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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, 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 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.