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

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Curriculum & Instruction Writing Expectations
In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.

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

COURSE TEXT

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 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 is one lecture per week that relates directly to the weekly 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.
- **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.
- **Paper (Individual):** See details 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.
- **Interview Paper (100 points)**
  - Each student will select and interview an adult who is at least 50 years old. Students are encouraged to recruit an adult who is older than 70 years old. Students may select a friend or family member for this assignment, but are discouraged from interviewing a spouse or partner.
  - The student will meet individually with his or her interviewee for at least one hour (many interviews take longer or will need to be completed over several days). The interviews should be conducted in person. While e-mail or phone exchanges may serve to clarify points after the in-person interview, they should not be the primary forms of communication used for this project.
  - The student may use, but is not limited to, the questions suggested by the instructor (see Appendix A). With the interviewee’s permission, the student may record the interview for use during the paper write-up, but should return the recording to the participant or erase the recording after submission of the paper.
  - The student will write a 10-12 page APA-style paper which summarizes key elements of the interviewee’s experiences and applies theory and/or research to understand and contextualize those experiences. The writer should provide a pseudonym for the interviewee and disguise any individually identifiable information about him or her, much as one would do for a clinical case presentation.

<table>
<thead>
<tr>
<th>Interview Paper Content</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>Paper Format</td>
<td>Appropriate use of APA 2010 style</td>
<td>10 points</td>
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<tr>
<td>Grammatical and stylistic accuracy</td>
<td>Writing is clear, concise, and organized. Includes introduction and conclusion.</td>
<td>10 points</td>
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<tr>
<td>Addresses required life stages and themes, including:</td>
<td>Able to coherently discuss the content areas requested for each life stage,</td>
<td>10 points for each stage/dimension listed, for a total of 80 points</td>
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<tr>
<td>Early Childhood</td>
<td>including summary of major events/issues and application of research and/or</td>
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<tr>
<td>Middle/Late Childhood</td>
<td>theory</td>
<td></td>
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<tr>
<td>Adolescence</td>
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<tr>
<td>Early Adulthood</td>
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<td>Middle Adulthood</td>
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<td>Current Adulthood</td>
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<td>Spiritual Development</td>
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<td>Upcoming Developmental Tasks or Issues</td>
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**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.

3. Personality Development in Young Children: From Freud to Carl Jung.
5. Technology’ Influence in Adolescent Social Behavior.
6. Middle Adults Returning to College.
8. Teaching Social Skills to Increase Emotional Intelligence.

**WEEKLY ASSIGNMENTS/COURSE CALENDAR:**

**Date**  Week ONE

**Orientation Module**

- Read the syllabus
- Complete Orientation Practice Quiz
- **Special Assignment:** I find it helpful to introduce myself and let you introduce each other on the Discussion Board. I will begin the discussion with my brief biography and respond to your biographies. 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.
- 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.

**Learning Module One:** History, Theory and Research Strategies

Read Chapters 1 and 2.

- View Lecture #1
- 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. Enter a thread and respond to at least 2 peers.

**Date**
Learning Module Two: Foundations of Development - Prenatal Development, Birth, and the Newborn Baby

- Read Chapters 3 and 4
- View Lecture #2
- 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:

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:

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

- Read Chapters 8, 9 and 10
- View Lecture 4
- 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. Insert a thread and respond to at least two of your peers.

Date:

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

- Read Chapters 11, 12 and 13
- View Lecture 5
- 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. Insert a thread and respond to at least two of your peers.

Date:

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:

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

- Read Chapters 14, 15 and 16
- View lecture 6
- 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. 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.

Date:

Learning Module Eight: Emerging Adulthood

- Read Chapters 17, 18 and 19
- View Lecture 7: Physical, Cognitive, & Social/Emotional Development in Early Adulthood
- 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? Research this topic Insert a thread and respond to at least two of your peers.

Date:

Learning Module Nine: Physical, Cognitive, & Social/Emotional Development in Adulthood
• Read Chapters 20, 21 and 22
• View Lecture 8
• 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. Insert a thread and respond to at least two of your peers.

**Date**

**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 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.

**Date**

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

• Read Epilogue
• View Lecture 10
• 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 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.

**Date**

**Learning Module Twelve**: Individual Papers

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

**Date**

**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:

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.

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.

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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<th>Grade Points</th>
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<td>Final Exam</td>
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<td>Observation Reports (8)</td>
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<td>Discussions (10)</td>
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<td>PowerPoint Paper</td>
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Grade Points for Numeric Range Set by Instructor:

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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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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.