INSTRUCTOR: Dr. Bobby Martinez

Email: martinr1@stthom.edu or robmart715@yahoo.com Cell Phone: 281-757-3014

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. 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
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 and in person on time. Class participation is required. The class is scheduled for Thursdays, 5:00-9:00 p.m. from June 2nd through June 30th, 2016.

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.
- **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 8-10 slide presentation on one of the topics listed below.
• Final Paper (Individual): See details below.
• Late assignments usually result in loss of some credit, as much as 30%.

FINAL PAPER:
Your final paper accounts for 25% of your grade. Each student will select and interview an adult who is at least 50 years old. Students are encouraged to recruit an adult 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 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.

POWERPOINT AND PAPER TOPICS:
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

WEEKLY ASSIGNMENTS/COURSE CALENDAR:

Week 1 (June 2nd):
History, Theory, and Research Strategies
Read Chapters 1 and 2.
Foundations of Development – Prenatal Development, Birth, and the Newborn Baby
Read Chapters 3 and 4.
  • Orientation/Introductions
  • Read the syllabus
  • Special Assignment: Introduce yourselves on Discussion Board.
  • Become familiar with your online learning environment.
  • Activity – Toys
  • Discussion Board Activity 1
Week 2: (June 9th)
Physical Development, Cognitive Development, and Social/Emotional Development in Infancy and Toddlerhood
Read Chapters 5, 6, and 7.
Physical Development, Cognitive Development, and Social/Emotional Development in Early Childhood
Read Chapters 8, 9, and 10.
- Selected Readings
- Activity – Friends
- Discussion Board Activity 2

Week 3: (June 16th) *Online*
Physical Development, Cognitive Development, and Social/Emotional Development in Middle Childhood – 6-11
Read Chapters 11, 12, and 13.
Physical Development, Cognitive Development, and Social/Emotional Development in Adolescence
Read Chapters 14, 15, and 16.
- Selected Readings
- Allow time for Field Experiences and Observation Reports (Due: in one week, June 23rd)
- Discussion Board Activities 3

Week 4: (June 23rd)
Emerging Adulthood
Read Chapters 17, 18, and 19.
Physical Development, Cognitive Development, and Social/Emotional Development in Adulthood
Read Chapters 20, 21, and 22.
- Selected Readings
- Activity – Mid-Life Crisis
- PowerPoint Presentations (Due: Today, June 23rd)
- Field Experiences/Observation Reports (Due: Today, June 23rd)
- Discussion Board Activity 4

Week 5: (June 30th)
Physical Development, Cognitive Development, and Social/Emotional Development in Late Adulthood
Read Chapters 23, 24, and 25.
Death, Dying, and Bereavement
Read Epilogue.
- Selected Readings
- Activity – Retirement in Late Adulthood
- Final Paper (Interviews) (Due: Today, June 30th)
- Discussion Board Activity 5
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.

GRADE DISTRIBUTION:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation/Assigned Readings</td>
<td>10%</td>
<td>94-100 A</td>
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<tr>
<td>Discussion Board</td>
<td>15%</td>
<td>90-93 A-</td>
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<tr>
<td>Field Experiences/Observation Reports</td>
<td>25%</td>
<td>87-89 B+</td>
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<tr>
<td>PowerPoint/Paper</td>
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<td>84-86 B</td>
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<tr>
<td>Final Paper (Interview)</td>
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<td>80-83 B-</td>
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Grade Points:

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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. 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.

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.