University of St. Thomas  
School of Education  
Summer 2016 (Pasadena—KD53–1055)  
EDUC 5339 – Human Growth and Development  
Thursdays 5-9 pm

LOCATION: Room

INSTRUCTOR:
Gena Reine, Ph. D.  
Email address: gpreine1@hotmail.com  
Phone: 713-775-7388  
Office Hours: by appointment only

REQUIRED BOOKS:

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

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.

Email: Students need to use University of St. Thomas email for the course and check it
frequently (unless you have given me an alternate email address). University of St. Thomas
emails can be directed to your personal email account through Webmail, options, settings, and
message forwarding. Online assignments will be due by 11:59 pm of the day listed.

Late work: Tardy work usually results in penalties. Email the instructor in advance if you are
encountering difficulties that will cause late submission of work.

Technical Help:
UST IT Services Support Desk: 713-525-6900 (First Option)
Blackboard help: Mr Williams: 713-525-3153 or Ms. Giles: 713-942-3499

ADDITIONAL COMPETENCIES TO BE EVALUATED**:
1. Are you on time to class and when turning in assignments? — 5 points
2. Does your dress and presentation suggest a professional demeanor in a school setting? — 5 points
3. Are the questions you ask suggestive of someone who is adequately understanding and processing
the material discussed in class? — 5 points
4. If you have a problem or question about any of your assignments/grades, do you approach the
professor in an intelligent, professional, and respectful demeanor? — 5 points
5. Are your assignments presented neatly, well-written, and with thought? — 5 points

Total—25 points

COURSE REQUIREMENTS: Students will be expected to:
1. Read the assigned materials.
2. Attend and participate in all classes. You will be graded on your overall competence and
professionalism.
3. Complete required assignments.

ASSIGNMENTS AND GRADING:

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<tr>
<th>ASSIGNMENT</th>
<th>DESCRIPTION</th>
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<tr>
<td>Discussion assignments.</td>
<td>There will be 3 short assignments (explained in detail below) that you will complete by writing a short paper with your responses. Please type your responses, use correct grammar and sentence</td>
<td>20/ea (60)</td>
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structure, and be thorough in your explanations. You are welcome to use citations from the text in your responses.

| Developmental Interviews paper and 15 min presentation | Explained below. | 100 |

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<tr>
<th>Letter Grade</th>
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<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
<td>C-</td>
<td>70-73%</td>
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ADDITIONAL INFORMATION:
- Students are expected to strictly adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university.
- Students are expected to complete all assignments on time. Plan your schedule carefully.
- The instructor may require a student to resubmit an assignment or complete additional assignments in order to confirm competency.
- Attendance/Participation: The University expects all students to be regular and punctual in class attendance. Frequent unexplained absences may result in a student being administratively withdrawn from the course or in a grade reduction or failing grade, at the discretion of the faculty member, in accordance with the faculty member’s attendance policy included on the course syllabus. In addition, in-class demonstrations and administrations of tests are impossible to make up. Consistent tardiness will also be penalized.

UST SHARED GOVERNANCE APPROVED POLICIES:
The Code of Student Conduct and other Student and Academic Policies have been established in order to uphold the academic mission and core values of the University of St. Thomas. It is the students’ responsibility to adhere to the rules, regulations and policies of the University as well as Federal, State, and local laws. The approved policies may be accessed through the myStThom portal under UST Shared Governance.

STUDENT ACCOMMODATIONS:
If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at (713) 525-2169 or 6953.

ACADEMIC DISHONESTY
Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 pt font, Times New Roman, double space, left justified. Keep in mind that quoting from test manuals when describing tests is not considered plagiarism.
## SOCIAL JUSTICE DRAFT PAPER

Be sure to read the 2 page PDF file /attachment.

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### UNIVERSITY OF ST. THOMAS

**School of Education**

**Summer 2016**

**EDUC Human Growth and Development**

### PART B: SCHEDULE OF CLASSES

*subject to changes at the professor’s discretion*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>1. 6/2</td>
<td>History, Theory and Research Strategies; Foundations of Development - Prenatal Development, Birth, and the Newborn Baby</td>
<td>Chapters 1 and 2 &lt;br&gt; Read Chapters 3 and 4</td>
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<td>2. 6/9</td>
<td>Physical Development, Cognitive Development and Emotional &amp; Social Development in Infancy and Toddlerhood; Physical, Cognitive Development, and Social/Emotional Development in Early Childhood</td>
<td>Read Chapters 5, 6 and 7 &lt;br&gt; Read Chapters 8, 9 and 10</td>
<td>Discussion assignment #1</td>
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<td>3. 6/16</td>
<td>Physical, Cognitive and Social/Emotional Development in Middle Childhood: 6 to 11; Physical Cognitive and Emotional/ Social Development in</td>
<td>Read Chapters 11, 12 and 13 &lt;br&gt; Read Chapters 14, 15 and 16</td>
<td>Discussion assignment #2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Assignments</td>
<td>Assignment</td>
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<td>4. 6/23</td>
<td>Emerging Adulthood; Physical, Cognitive, &amp; Social/Emotional Development in Adulthood</td>
<td>Read Chapters 17, 18 and 19&lt;br&gt;Read Chapters 20, 21 and 22</td>
<td>Discussion Assignment #3</td>
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<tr>
<td>5. 6/30</td>
<td>Physical, Cognitive, &amp; Social/Emotional Development in Late Adulthood; Death, Dying and Bereavement</td>
<td>Read Chapters 23, 24 and 25&lt;br&gt;Read Epilogue</td>
<td>Interview Paper and presentation</td>
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**Discussion assignments.** Pick 3 from the following possible topics. Write a 1-2 page, 1.0 spaced paper with your response. Please be thoughtful in your responses. Be thorough. Provide complete responses. Use the text and any other materials as references. Cite references in APA style.

- **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.

- **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.

- **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.

- **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.

- **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?

- **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?
• **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.

• **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.

• **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?

**Interview Paper.** You are required to interview and/or observe any five (5) individuals from the following list:

- (1) a child in early childhood (3-6),
- (2) a child in middle childhood (7-12),
- (3) an adolescent (13-17),
- (4) a young adult (18-26),
- (5) Adulthood (27-45)
- (6) Middle Adulthood (46-65)
- (7) Late Adulthood (66 and older).

In your written report summarizing your interviews/observations, compare/contrast what you learned/observed to Berk’s account of a person’s physical, cognitive and social/emotional stages of development. Use citation from the text and from any outside readings and present your paper in APA format. (Do Not transcribe your interviews and present your paper in transcript form.) Your paper should be a narrative account of the interviews/observations.

I do not have any idea how long your paper should be, but 1 page would not be sufficient to cover this. Concentrate less on page length and more on quality of content.

**Presentation of Interview Paper.** Be prepared to share with class your experience and findings from your interview in a 10-15 min presentation. Powerpoints, visual aids, etc are acceptable. No photos of subject, however.