Office Hours: By appointment only          Class Time: Friday
Email: nayars@stthom.edu                  Location: Online Course
Office Phone: (713)-831-7242
Cell Phone: (708)-714-1715

Required Text Books


OR

Social Justice Teachings of the Catholic Church

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

General Description of Course

COUN 5339 Human Growth and Development includes the development of the individual is an exciting process, beginning with the rapid metamorphoses of cells at conception and continuing through intricate changes of growth and aging. The study of development is also intriguing because each of us, and everyone we care about, is constantly developing. This course therefore embraces both scientific discoveries 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 filtered through our own biases. So that you may identify biases where they occur, we will spend time becoming familiar with the major theories of human development and the terms these theories 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.

Objectives

At the end this course, you should be able to:

1. Describe development –including 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.

Online Professional Standards

Course Participation: All activities are required and frequent visits to Blackboard is encouraged. You should log in at least 2-3 times a week to check Announcements, review Discussion Board feedback, etc. If you have not logged in at some point during the first week of class, you can be
Learning Modules: All learning modules will be available at once for student convenience and visibility of assignments due for each module. Its student’s responsibility to ensure that each module is completed as per the course schedule listed in the syllabus. Professor will grade assignments as per the due date listed in the course schedule. Students are encouraged to work on their own pace and complete the assignments by the due dates (Friday Midnight). Completed learning modules will become unavailable post Friday midnight.

Due Dates: Details on the due dates for each assignment are presented in the course schedule below. Assignments must be submitted to the instructor by Friday Midnight each week. Please include your name in the file name. It is your responsibility to ensure that the instructor receives your documents. It is the instructor’s policy that late assignments will NOT be accepted. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

Writing Requirement: All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Please include your name, the date, and a title at the top of each written assignment. A running head and a cover page is a must.

Academic Integrity: Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered. Taking credit for any thought, idea, or work that is not your own is 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 may 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 any information, websites, books, etc. that is not your own, as directed by the Publication manual of the American Psychological Association (6th ed.), (2010). Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.

Technology Requirements and Guidelines: This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at www.firefox.com or www.google.com/chrome.) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu). Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard.

Use of UST email accounts: You are encouraged to use your UST email account. The instructor may send messages through Blackboard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

Instructor Availability: The instructor will be available for queries via email, with a 24 hour return policy. If a student may need to consult regarding course assignments or learning modules, instructor is available via phone or skype with scheduled appointments. It is strongly
recommended you not wait until too late in the course before seeking guidance. Please be prepared with questions so that the consultation time can be spent effectively.

**Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor 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 to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations. The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday. The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. All information will be confidential.

**Language Diversity:** The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.

**Description of Course Assignments**

1. **Presentation on Interview of Development Expert (25%):** Select one from the following list of development experts to interview: Developmental Specialist, Child Psychologist, Pediatrician, Educational Diagnostician, or Geriatric Specialist. Based on ideas from the text and your personal curiosity, develop interview questions and conduct the interview. Then construct a PowerPoint presentation (minimum of five slides) illustrating themes from the interview. You will also view and respond to one other student’s presentation as part of this assignment. *This assignment will be posted on Blackboard under Learning Module 8*

2. **Book Case Study (25%):** For this assignment, you will choose one of two books: Maya Angelo’s *I Know Why the Caged Bird Sings* or John Elder Robinson’s *Look Me in the Eye: My Life with Asperger’s*. After reading the book, you will write a paper that discusses developmental issues in the book. You may use course materials (text, supplementary readings, class notes, etc.) to build a framework of theory and research to analyze the protagonist’s development and any socio-cultural factors that influence development. This assignment will help you to understand the complex issues of race/disabilities, gender, and social class in development. Papers should be 5-6 pages long (not including title page and reference page), double-spaced, using 12-point Times New Roman font and 1” margins. APA style must be used. *Rubric for this assignment is provided at the end of the syllabus. This assignment will be emailed to the professor at nayars@stthom.edu on June 23rd by noon. Please save the document as Last name_First Name_Name of the Assignment.*

3. **Discussion Boards (15%):** Each Discussion Board forum focuses on an issue related to culture and development. To respond to the prompt, you will need to review the relevant material in the textbook as well as material from at least one other source. You will then post a thread (minimum of five lines; must include two sources) and respond to one peer’s post, following the instructions in the Discussion Board forum.
4. **Journal Entries (25%)**: Each journal entry focuses on a key issue at a particular developmental stage and requires fieldwork (e.g., observation, interview) and self-reflection. The journal will not be public to peers (i.e., only you and your professor will be able to see the entries); this will permit a more candid reflection on the issues. Instructions for each journal entry are provided with the journal in Blackboard.

5. **Comprehensive Final Exam (20%)**: The final exam is an **opened book exam multiple choice exam with 40 questions** covering only the first four chapters and only the psychosocial aspect of development. You may use your text and other notes while taking this exam. The exam will be due on July 1st, 2017 by midnight.

### Grading

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<th>Assignment</th>
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<td>Field interview PowerPoint presentation and responses</td>
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<tr>
<td>Book case study assignment</td>
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<td>Discussion Boards/Participation</td>
<td>15%</td>
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<td>Journal entries</td>
<td>15%</td>
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<td>Final exam</td>
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### Final Grade Distribution

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| 1       | June 2nd        | Introduction Orientation Syllabus Review The Beginnings (Chapters 1-4) | Orientation Module  
• Orientation Quiz  
• Discussion Board  
Learning Module One  
Learning Module Two  
• Journal Entry Due |
| 2       | June 9th        | Infancy (Chapters 6,7): Cognitive and Psychosocial Development Early Childhood (Chapters 9, 10): Cognitive and Psychosocial Development | Learning Module Three  
• Discussion Board Due  
Learning Module Four  
Learning Module Five  
• Journal Entry Due |
| 3       | June 16th       | Middle Childhood (Chapters 12, 13): Cognitive and Psychosocial Development Adolescence (Chapters 15, 16): Cognitive and Psychosocial Development | Learning Module Six  
• Discussion Board Due  
Learning Module Seven  
• Journal Entry Due  
Learning Module Eight  
• PowerPoint Presentations on Interview Development Due  
Learning Module Nine  
• Journal Entry Due |
• Discussion Board Due  
Learning Module Eleven  
• Journal Entry Due  
• Book Case Study Due via Email by Noon, in the format mentioned above. |
The instructor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.
Book Case Study Term Paper Rubric (25 points)

Please ensure to address the following factors when writing your paper:

- Appropriate use of APA format and grammar consideration throughout the paper (3 points)
  - Title page (.5pts)
  - Running head and headings (.5pts)
  - Reference page .5pts
  - Times New Roman and doubled spaced (.5pts)
  - APA citations (.5pts)
  - Grammar (.5pts)

- Adequate use of research and incorporation of course materials (2 points)

- Appropriate organization, creativity, and grammatical content in writing the paper (3 points)

- Identify and describe briefly at-least three developmental stages as listed in the book (4 points)

- Analyzing the three developmental stages as listed in the book and incorporating a cognitive or psychosocial theoretical framework to human development (5 points)

- Providing examples from the novel, as it relates to either the cognitive or psychosocial developmental stages. It’s important that you connect the characters stories/episodes as mentioned in the novel and connect it to the theory you are addressing (5 points)

- Personal reflection on the characters life (John or Maya) as it relates to the theory and your life. (3 points)