EDUC 5339: Human Growth and Development
Syllabus
Summer 2017 (5:00-9:00 Tuesday)

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

COURSE TEXT
   *this may be borrowed from the library if necessary

SOCIAL JUSTICE TEACHINGS for UST School of Education:
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. These tenets are listed here:
- **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. If you have a documented disability and need academic adjustments, please speak to me immediately. You will also need to contact Counseling Services at UST.

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 a hybrid format with face – to – face instruction and an online component. You are expected to be active learners and submit your assignments no later than 5:00pm on the day they are due. You are expected to watch the power points and listen to the lectures and to read every chapter and any other assigned reading.

ASSIGNMENTS (late work is NOT accepted)
Readings: Weekly Readings in the textbook.

Lectures: All Lectures are posted in the Learning Modules section of Blackboard. There is at least one lecture per week that relates directly to the week’s assignments. Because this course is delivered in hybrid format, you are able to view all learning modules online throughout the duration of this course. You will also participate in face – to – face instruction that correlates to the learning modules provided in BB.

Classroom discussions: You are required to engage in classroom discussion that is meaningful and thoughtful. You are also required to come prepared to discuss the topic that is noted in the syllabus. *A student may be administratively withdrawn from a class
if he or she misses two compressed-track classes. Any absence will result in a deduction of 5 points from your final grade.

Field Experiences and Reports (25 %)
You are required to observe eight (8) individuals: (1) an infant/toddler (aged 0-2 years) (2) a child in early childhood (aged 3-6 years), (3) a child in middle childhood (aged 7-12 years), (4) an adolescent (aged 13-17 years), (5) a young adult (aged 18-26 years), (6) Adulthood (aged 27-45 years), (7) Middle Adulthood (aged 46-65 years), and (8) Late Adulthood (aged 66 years and older). You must then write up your observations in a 1 – 2 page report. In your written report, compare what you observed to Berger’s account of the person’s physical, cognitive and social/emotional stage of development. Use citations of outside readings and/or other resources.

Presentation (25%):
Create a presentation on one of the topics listed below. Be prepared to share with the class (30 minute time limit). Presentations will be graded on knowledge of subject matter (use slides as talking points; do not read them); ability to answer questions, implications for student learning/social emotional development, and adherence to time limit.

Paper (25 %):
See details below.

Midterm (25%):
Complete Defending Jacob project. This requires you to buy or borrow a copy of this novel. You will be provided with a description of the required elements of this project the first night of class.

Notes about Presentation and Paper Topics 25%:
You will develop a scholarly paper of 600-700 words that provides the foundation for your presentation (18-20 slides) on the topic. The paper must be emailed to me. Be sure that your references are current (within the last 7 years), that your grammar and spelling are accurate, and that your tie your findings to what happens in schools.

- The paper must contain at least 6 references that are current within the past 5 years.
- The references can include a mixture of Internet resources, books, and journals.
- Topic choices include the following:
  1. A Comparison of Child Rearing Practices Between Two Cultures
  2. Stay at Home Moms versus Working Mothers: Impact on Child Rearing
  3. The Impact of Divorce on Children; how can it be done better?
  4. A New Look at Gender Identity in Children
  5. Technology’s Influence on Adolescent Social Behavior and Cognitive Development
6. Mental Health Concerns in Middle and High School
7. How Can Emotional Intelligence be Increased?
8. The New Generation of Perpetual Adolescents
9. Other topic to be approved by instructor.

GRADING SCALE
Based on a 100-point scale, grades will be assigned as follows:
A: 95 – 100
A-: 90 – 94
B+: 87 – 89
B: 84 – 86
B-: 80 – 83
C+: 77 – 79
C: 74 – 76
C-: 70 – 73
D+: 67 – 69
D: 64 – 66
D-: 60 – 63
F: 59 or lower

WEEKLY ASSIGNMENTS/ COURSE CALENDAR
Date: May 30, 2017
History, Theory and Research Strategies
Foundations of Development - Prenatal Development, Birth, and the Newborn Baby
READ CHAPTER 1, 2, 3, 4 AND VIEW Learning Modules 1 & 2
DISCUSSION IN CLASS: Which is most important, Nature or Nurture?

Date: June 6, 2017
Physical, Cognitive and Social/Emotional Development in Infancy and Toddlerhood
Physical, Cognitive, and Social/Emotional Development in Early Childhood
Physical, Cognitive and Social/Emotional Development in Middle Childhood (6 to 11)
READ CHAPTER 5,6,7,8,9,10,11,12, 13 AND VIEW Learning Modules 3, 4,5,6 &7
DISCUSSION IN CLASS: HOW HAVE NEIGHBORHOODS CHANGED IN THE LAST 15 YEARS, AND WHAT IS THE IMPACT ON CHILDREN? HOW DOES DISCIPLINE CHANGE FROM TODDLERHOOD THROUGH CHILDHOOD?

Date: June 13, 2017
Physical Cognitive and Emotional/ Social Development in Adolescence.
READ CHAPTER 14, 15, 16 AND VIEW Learning Modules 8&9
DISCUSSION IN CLASS: WHAT IS THE DEFINITION OF A CLOSE FRIEND IN ADOLESCENCE?
To be completed prior to next class: complete the Mid Term Project. You will read Defending Jacob by William Landay (2013). You will then answer the questions related to the novel. You may begin reading this novel at any point during the course, but the project is due in hard copy to the instructor on 6/20 (next class).
PRESENTATIONS

Date: June 20, 2017
Defending Jacob paper due
PRESENTATIONS
Emerging Adulthood
Physical, Cognitive, & Social/Emotional Development in Early Adulthood
READ CHAPTER 17, 18, 19 AND VIEW Learning Module 10
DISCUSSION IN CLASS: HOW HAVE EMERGING ADULTS CHANGED IN THEIR LIVING SITUATIONS AND FINANCIAL STATUS?

Date: June 27, 2017

Field Experiences Due
- Physical, Cognitive, and Social/Emotional Development in Adulthood
- Death, Dying and Bereavement

READ CHAPTER 20, 21, 22, 23, 24, 25 AND VIEW Learning Modules 11&12