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

INSTRUCTOR: Dr. Tera Torres
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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

HOW TO CONTACT YOUR INSTRUCTOR:
I can be contacted by e-mail through my UST e-mail address above or by phone. I will usually respond within 24 hours. If I will be away for a longer period of time, I will post my return date on the Announcement section ahead of time. I will also be checking my UST email on a daily basis to answer any questions that have been posted there by students. You are also free to text or call me on my cell phone.

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.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

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 (late work will not be accepted for any reason)
- **Readings:** Weekly Readings in the textbook.
- **Lectures:** All Lectures are posted in the Course Documents of Blackboard. There is one lecture per learning module that relates directly to the module’s assignments.
- **Discussion Board (3 points each/ 30 points total):** You are required to engage in a weekly discussion. 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 two peers’ posts following the instructions in the Discussion Board forum. 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.

DUE WEEKLY

- **Field Experiences and Reports (10 points):** 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 write up your observations in a thorough report of 5 – 7 double-spaced pages that lists who you observed (age included) and what you observed. 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 present your paper in APA format. **DUE 7/30/17**

- **Interview of Developmental Expert (15 points):** 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 own personal curiosity, develop interview questions and conduct the interview. Your interview must be written up using Times New Roman 12-pt font (you can simply list the name of the person you interviewed with the interviewee’s credentials and then list the questions as you posed them and the responses you were given). Please make sure the responses you are given are written verbatim. **DUE 6/11/17**

- **Book Case Study (20 points):** For this assignment, you will choose one of three books: Maya Angelo’s *I Know Why the Caged Bird Sings*, John Elder Robinson’s *Look Me in the Eye: My Life with Asperger’s*, or William Landay’s *Defending Jacob*. 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 – 7 pages long (not including title page and reference page), double-spaced, using 12-point Times New Roman font and 1-inch margins. APA style must be used. **DUE 7/9/17**

- **Paper/ Presentation (25 points):** You will individually develop a scholarly paper of 600-700 words and create a PowerPoint presentation (18-20 slides) on the topic. The paper and presentation must be emailed to Dr. Torres at torrest@stthom.edu by the due date. The paper must be written in APA style and contain at least 6 references (references can include a mixture of internet resources, books, and journals). **DUE 6/25/17**

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. 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’s Influence in 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

WEEKLY ASSIGNMENTS/COURSE CALENDAR
*(all assignments/ readings/ materials for each module are due by midnight on the due date – no exceptions):

Prior to May 30 (all assignments/ tasks due 5/30/17)

Orientation Module
- Read the syllabus
- Complete Orientation Practice Quiz
- Become familiar with your online learning environment. Click around the pages and make sure you know to find and view/ read modules and lecture materials.

Week 1: May 30 – June 4 (all assignments/ tasks due 6/4/17)

Learning Module One: History, Theory and Research Strategies
- Read Chapters 1 and 2
- View all lectures and videos

Week 2: June 5 – June 11 (all assignments/ tasks due 6/11/17)

Learning Module Two: Nature and Nurture – Genetics, Environment, and Prenatal Development
- Read Chapters 3 and 4
- View all lectures and videos
- Discussion Board 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.

Learning Module Three: Infancy and Toddlerhood – Biosocial, Cognitive, and Psychosocial Development
- Read Chapters 5, 6, and 7
- View all lectures and videos

INTERVIEW of DEVELOPMENTAL EXPERT assignment due

Week 3: June 12 – June 18 (all assignments/ tasks due 6/18/17)
**Learning Module Four:** Early Childhood I – Biosocial and Cognitive Development
- Read Chapters 8 and 9
- View all lectures and videos
- Discussion Board **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.

**Learning Module Five:** Early Childhood II – Psychosocial Development
- Read Chapter 10
- View all lectures and videos
- Discussion Board **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.

**Week 4: June 19 – June 25 (all assignments/ tasks due 6/25/17)**

**Learning Module Six:** Middle Childhood I – Biosocial and Cognitive Development
- Read Chapters 11 and 12
- View all lectures and videos
- Discussion Board **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.

**Learning Module Seven:** Middle Childhood II – Psychosocial Development
- Read Chapters 13 and article linked in BB
- View all lectures and videos

**PAPER/ PRESENTATION assignment due**

**Week 5: June 26 – July 2 (all assignments/ tasks due 7/2/17)**

**Learning Module Eight:** Adolescence I – Biosocial and Cognitive Development
- Read Chapters 14 and 15
- View all lectures and videos
- Discussion Board **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.
Learning Module Nine: Adolescence II – Psychosocial Development
- Read Chapter 16
- View all lectures and videos
- Discussion Board 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.

Week 6: July 3 – July 9 (all assignments/ tasks due 7/9/17)
BOOK CASE STUDY assignment due

Week 7: July 10 – July 16 (all assignments/ tasks due 7/16/17)
Learning Module Ten: Emerging Adulthood – Biosocial, Cognitive, and Psychosocial Development
- Read Chapter 17, 18, and 19
- View all lectures and videos
- Discussion Board 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.

Week 8: July 17 – July 23 (all assignments/ tasks due 7/23/17)
Learning Module Eleven: Adulthood – Biosocial, Cognitive, and Psychosocial Development
- Read Chapter 20, 21, and 22
- View all lectures and videos
- Discussion Board 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.

Week 9: July 24– July 30 (all assignments/ tasks due 7/30/17)
Learning Module Twelve: Late Adulthood – Biosocial, Cognitive, and Psychosocial Development and End-of-Life Issues
- Read Chapter 23, 24, 25, and Epilogue
- View all lectures and videos
- Discussion Board 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.
• Discussion Board **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 we 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.

**FIELD EXPERIENCES AND REPORTS assignment due**

**COURSE REQUIREMENTS:**
1. Students will complete all responsibilities for the course and adhere to the on-line schedule.
2. Students must demonstrate proficiency in written composition, as written communication skills are basic. 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 catalog 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

**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 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.