



Sul Ross State University Department of Education

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ED 6308 Advanced Human Growth & Development, Spring 2016

Text:

Santrock, J.W. (2009). Life-Span Development (12thed.). New York: McGraw-Hill.
ISBN: 978-0-07-337021-7

Description:

A study of the human lifespan from conception to death focusing on the biological, cognitive, social, emotional, and moral development of the infant, child, and adult at various stages. Theories, research, and applications for effective educational, counseling, and interpersonal experiences will be covered.

ED 6308 contributes to the following Program Learning Outcomes (PLOs):

- Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity and factors that affect students'/clients' ability to achieve their potential.
- Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
- Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

ED 6308 will address the following Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student will be able to:

- Identify and correctly list stages of development (biological, cognitive, moral, and social) during the life cycle of the individual as proposed by various psychological theories.

- Describe the developing person at different periods in the life span.
- Identify disturbances in the developmental process along with possible reasons for these disturbances.
- List different methods of studying human behavior along with the strengths and weaknesses of each.
- Apply implications from various developmental models to counseling and/or educational processes and situations.
- Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
- Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
- Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

TExES Competencies Covered in ED 6308:

School Counselor

Competency 001 (Human Development) The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

The student will demonstrate knowledge of development issues by conducting interviews of people of varying ages and writing a report which analyzes the physical, communication and social development of each individual.

Reading Specialist

Competency 001 Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

The student will demonstrate knowledge of the stages of oral and written language development issues by conducting interviews of people of varying ages and writing a report which analyzes the development of each individual.

Educational Diagnostician

Competency 009 The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

The student will demonstrate knowledge of family systems and the role of parents by conducting interviews of people of varying ages and writing a report which analyzes the development of each individual and comparing development with current theorists.

Course Assignments:

1. Chapter Quizzes:

Each quiz is over the reading assignment for the week. There is no time limit for taking the quiz but you must complete the quiz in one sitting. You may not logon, logoff, and logon again. You may take the quiz only one time. You may NOT collaborate on chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all quizzes have been completed in order to discourage the “sharing” answers among students.

Quizzes are due at 11:55 pm CDT for the week they are scheduled, unless noted by the instructor. Quizzes will consist of multiple choice, matching, discussion, and/or listing type questions. There are no “make-ups” for a missed quiz.

2. Weekly Discussion Board Activities:

Each week you will be responsible for a discussion board post. For maximum points, an initial post should be made by Wednesday to allow for maximum collaboration. Initial posts submitted after Wednesdays will have points deducted for “timeliness.” Each discussion board post is worth 20 points. Check the discussion board rubric located in Course Information in Blackboard.

3. Weekly Assignments:

When assigned, students will complete an activity for that particular week and resubmit via Blackboard.

4. Developmental Studies:

The developmental case studies for this course will serve as both the midterm and final exams and are worth 100 points each. Additional information will be posted on Bb regarding the case studies.

The first case study (childhood through adolescence) will serve as the midterm and **is due March 8, 2016 at 11:55pm CST**. The second case study (young adulthood through older adulthood) will serve as the final exam and **is due May 9, 2016 at 11:55pm CST**.

***I will not accept late assignments!**

Grading Details:

Chapter Quizzes	13@ 30 points each	390
Discussion Boards	10@ 20 points each	120
Assignments	10@ 20 points each	120
Developmental Papers	2@100 points each	<u>200</u>
	TOTAL	830 Possible Course Points

A=830 to 747 points, B=746 to 598 points, C=597 to 418 points, D=417 to 250, F=below 250

*Quizzes, discussions, assignments, or papers not completed will receive zero points.

Assignment Schedule and Details:

The class will be structured using a weekly schedule. Every Monday the new week will be open and ready to be completed. The week will close on the following Sunday at 11:55pm CDT. All assignments for the week, unless otherwise stated by the instructor, will be due by the closing time on Sunday night. If these are not turned in at the end of the week before Sunday at 11:55pm CDT, a zero will be assigned.

Weekly Assignment Schedule:

<u>Week</u>	<u>Assigned Chapter</u>	<u>Open Date</u>	<u>Close Date</u>
Week 1	Chapter 1	January 19	January 24
Week 2:	Chapter 2	January 25	January 31
Week 3:	Chapter 3	February 1	February 7
Week 4:	Chapter 4	February 8	February 14
Week 5:	Chapters 5 & 6	February 15	February 21
Week 6:	Chapters 7 & 8	February 22	February 28
Week 7 :	Chapters 9 & 10	February 29	March 6
Week 8:	Chapters 11 & 12	March 7	March 13*Midterm Due 3/8
Week 9	Spring Break-Yippee!	March 14	March 20
Week 10:	Chapters 13 & 14	March 21	March 27
Week 11:	Chapters 15 & 16	March 28	April 3
Week 12:	Chapter 17	April 4	April 10
Week 13:	Chapter 18	April 11	April 17
Week 14:	Chapter 19	April 18	April 24
Week 15:	Chapter 20	April 25	May 1
Week 16:	Course Review	May 2	May 4
Finals Week		May 9-12	*Final Due 5/9

Developmental Studies:

You will write two developmental studies during the course of the semester. The case studies are interviews with an individual (adult) of your choosing as it applies to their development. For the first case study you can interview an adult or parent regarding their child and their developmental progress through infancy to adolescence. The second case study is an interview with an adult who will provide information regarding their own development from early adulthood to late adulthood. All case studies must include the information listed below. **Please do not use the interviewee or a child's real name in your case study. Use a pseudonym!** I will post sample papers on Blackboard for guidance.

The first developmental study will be written on a child/youth/adolescent .You will need to cover the following developmental levels: Infancy, Early Childhood, Middle &Late Childhood, or Adolescence and choose a theorist to apply the information (Piaget, Bruner, Vygotsky, Erikson, Kohlberg, Bandura, etc.) you will investigate as a part of this paper. You will provide the following information for your subject:

- I. Identifying Information
- II. Physical Development
- III. Emotional Development
- IV. Social Development
- V. Language Development
- VI. Moral Development
- VII. General Assessment

****This paper will serve as your midterm exam****

The second developmental study will be similar to the first one except that **it will be addressing adulthood**. You will need to cover the following developmental levels: Early Adulthood, Middle Adulthood, or Late Adulthood. Select the theory/theorist (Piaget, Bruner, Vygotsky,

Erikson, Kohlberg, Bandura, etc.) appropriate for your subject on which to base your assessment in each area. You will provide the following relevant information for your subject:

- I. Identifying Information
- II. Developmental Changes (Physical, Cognitive, Personality, etc)
- III. Careers, Work & Leisure
- IV. Relationships
- V. Religion
- VI. Meaning in Life
- VII. Health and Aging
- VIII. General Assessment

****This paper will serve as your final exam****

NOTE: Each paper must be written in APA guidelines. You may use either the 5th or 6th edition manual. If you do not have a manual, I would recommend purchasing one. You can find a used one fairly cheap. **This is not an opinion paper and should be based on your research using your textbook, articles, or reliable Internet resources. A minimum of 25 points will be deducted from a paper with no supporting documentation.** You must cite your sources according to APA guidelines. The paper must be a minimum of 6 double-spaced pages in length and typed in Times New Roman, 12-point font. ***Refer to the Developmental Paper Rubric in Blackboard for specific grading criteria.***

Course Grading:

Please monitor your My Grades area in Blackboard for grades on assignments.

Course Policies:

Late or Missing Assignments: **Late assignments are not accepted.** The requirements for this course are minimal and, in keeping with graduate expectations, the student is responsible for turning in all assignments by the class date for the week. Late work will not be accepted and I will not accept late developmental studies (midterm and final) for any reason! **DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Submissions: All submissions must be made in the **WORD97-2003 (.doc) or WORD 2007 (.docx)** program. All work should be double-spaced and in APA style, Times New Roman, 12-point font.

****Please submit all documents using the following description:***

Last name,_First initial_6308 _Db Week 1 (DO NOT use a # sign in the description!)

Last name_First initial_6308_ Developmental Case Study 1 (DO NOT use a # sign in the description!)

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

-Turning in work as original that was used in whole or part for another course and/or professor; - turning in another person's work as one's own; -copying from professional works or internet sites without citation; -collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator
Ferguson Hall Rm. 112
Counseling and Accessibility Services

432-837-8203

This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.