

Syllabus

ED 6308: Advanced Human Growth & Development Sul Ross State University Summer I- 2016

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Course 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.

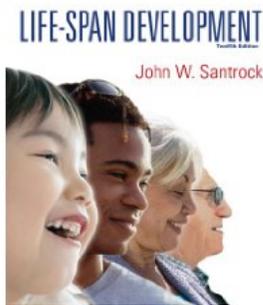
PROGRAM LEARNING OUTCOMES

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students' /clients' ability to achieve their potential.
2. 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.
3. 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.

Required Textbook:

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



American Psychological Association (2009). The publication manual of the American Psychological Association. Sixth Edition. Washington, D.C. American Psychological Association.

Student Learning Objectives:

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

1. 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.
2. Describe the developing person at different periods in the life span.
3. Identify disturbances in the developmental process along with possible reasons for these disturbances.
4. List different methods of studying human behavior along with the strengths and weaknesses of each.
5. Apply implications from various developmental models to counseling and/or educational processes and situations.
6. Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
7. Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
8. Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

Class Policies:

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 every day. 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.

PARTICIPATION REQUIREMENT

Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

LATE WORK IS NOT ACCEPTED

SRSU Disability Services: The university is committed to equal access in compliance with the Americans 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, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact the Disability Services Coordinator in Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

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.

TExES Competencies Covered in ED 6308:

School Counselor Standard I

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

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.

Special Education Teacher

Competency 001 The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The student will demonstrate their understanding of the ways in which physical disabilities and health impairments relate to development and behavior 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.

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.

Principal

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The student will demonstrate knowledge of the diverse interests and needs of individuals of different ages and developmental levels 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: (30% of overall grade)

There will be 9 chapter quizzes **worth 25 points each**. There is no time limit for taking the quiz but you must complete the quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. **You MAY NOT collaborate on the 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 students have taken each quiz.

Quizzes are due at 12:00 a.m. (midnight) on the day they are scheduled. Quiz dates are: **June 4** (chapters 1 & 2), **June 7** (chapters 3 & 4), **June 11** (chapters 5, 6, & 7), **June 15** (chapters 8, 9, & 10), **June 19** (chapters 11, 12, & 13), **June 22** (chapters 14 & 15), **June 26** (chapters 16 & 17), **June 29** (chapters 18, 19), and **July 2** (chapter 20). Quizzes will consist of multiple choice, matching, discussion, and/or listing type questions.

2. Discussion Board Activities: (20% of overall grade)

Each week you will be responsible for **three chapter discussion board POSTs and RESPONSEs**. Chapter discussion board POSTS and RESPONSES are due each week by 12:00 a.m. (midnight) on Friday. Each chapter discussion board post is worth 15 points and each discussion board response is worth 5 points=20 x 3=60 points total. A response is directed towards a fellow students posting. In other words, you are going to review a fellow students chapter discussion board post and provide a

response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses.

3. Developmental Studies: (50% of overall grade)

The developmental case studies for this course will serve as both the midterm and final exams and are worth **100 points each**.

The first case study (childhood through adolescence) will serve as the midterm and is due Sunday, **June 12**, at 12:00 a.m. (midnight).

The second case study (young adulthood through older adulthood) will serve as the final exam and is due Sunday, **June 26**, at 12:00 a.m. (midnight).

GRADING: A=100-91% B=90-81% C=80-71% D=70-61%

Chapter Quizzes	30 %
Discussion Boards	20 %
Developmental Studies	50 % (25% each)
Total.....	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

Discussion Board Assignments:

Discussion Board #1-Due June 10

Chapter 1

Discuss the following myth: My baby started walking and talking earlier than other babies. I know he will be smart.

Chapter 3

Chapter 3 illustrates a number of the issues discussed in the Nature of Development box presented in chapter 1. Which of the following topics taken from chapter 3 correctly illustrates the chapter 1 topic paired with it? Choose the best answer and explain why.

- a) germinal, embryonic, and fetal periods: stability
- b) embryonic development: maturation
- c) teratology: biological determinants and influences
- d) miscarriage/abortion: discontinuity
- e) what to expect when you are expecting: cognitive processes

Chapter 5

Explain Piaget's concept of a scheme, and give an example of both a behavioral scheme and a mental scheme. Explain the processes of assimilation and accommodation (discussed in chapter 2) using these concepts.

Discussion Board #2-Due June 17

Chapter 6

Describe the development of attachment in infancy.

Chapter 8

When he discusses gender issues in chapter 8, Santrock clearly indicates how a variety of theoretical perspectives attempt to understand developmental gender phenomena. However, his treatment of other topics in the chapter is not so explicitly linked to theoretical perspectives. For this question, your task is to decide which of the following topics is a reasonable match with the perspective paired with it. Choose the best answer and explain why.

- a) effects of divorce on children: psychoanalytic theory
- b) effects of television viewing: social cognitive theory
- c) self-understanding: behavioral theory
- d) working-parent solutions: ethological theory

Chapter 10

Bullying a serious problem. Discuss bullying and include 3 types.

Discussion Board #3-Due June 24

Chapter 11

Explain why physical development during puberty seems to cause so much more concern to individuals at this age than physical development does at any other ages.

Chapter 13

Identify the changes in physical development in young adults, specifically obesity.

Chapter 15

Discuss gender differences in health and the effect of socioeconomic status (SES).

Discussion Board #4-Due July 1

Chapter 16

Chapter 16 presents a number of theories and perspectives on socioemotional development in middle adulthood. Which of these best captures the contrasting lives of Sarah and Wanda sketched in the Images of Life-Span Development insert that opens the chapter. Choose the best answer and explain why.

- a) Erikson's generativity versus stagnation
- b) Gould's midlife crisis
- c) Levinson's transition to middle adulthood
- d) Contemporary life-events theory
- e) Individual variation (e.g., Farrel and Rosenberg's study)

Chapter 18

Throughout the text, you have learned about different approaches to cognitive development. For example, in chapter 1 you learned about the Piagetian and information-processing approaches; in chapters 5 and 7 you learned about other approaches; and in chapter 13 you learned about the stage theories of LaBouvie-Vief and Schaie. Which of these approaches has generated what we know about cognitive changes in old age? Choose the best answer and explain why.

- a) Piagetian approach
- b) information-processing approach
- c) individual differences approach
- d) LaBouvie-Vief's approach
- e) Schaie's approach

Chapter 20

Discuss the phases of grief.

Developmental Studies:

You will write two developmental studies during this course. The first developmental study will be written on a child/youth/adolescent. You may choose the developmental level (Infancy, Early Childhood, Middle & Late Childhood or Adolescence) and include multiple theories/theorists (Piaget, Bruner, Vygotsky, Erikson, Kohlberg, Bandura, etc.) which you will investigate as a part of this paper. You will provide the following information for your subject: **I. Identifying Information; II. Developmental Changes (Physical, Emotional, Social, Cognitive, Language and Moral); III. General Assessment.** *This paper will serve as your midterm examination.*

The second developmental study will be exactly as the first with the exception that it will be written on an adult. You may choose the developmental level from **Early Adulthood, Middle Adulthood, or Late Adulthood.** You will provide the following information as is relevant for your subject: **I. Identifying Information; II. Developmental Changes (Physical, Cognitive, Personality, Careers, Work, Leisure, Relationships, Religion, Meaning in Life, Health, and Aging); III. General Assessment.** Select the theories/theorists that are appropriate for your subject on which to base your assessment in each area. *This paper will serve as your final examination.*

Example theory/theorist:

Erickson: Stages of Identity Development

Kohlberg: Levels of Moral Development

Piaget: Stages of Cognitive Development

Super: Life Stages

NOTE: Each paper must be written using APA guidelines using appropriate documentation. ***This is NOT an opinion paper.*** You must analyze the development of an individual of your choosing. You MAY NOT use your spouse or your own children as the subject of the developmental study. You MAY use a parent, grandparent, or other such relative. The written body of the papers should be 3 – 5 pages in length (Times New Roman 12 pt. font, double-spaced) and provide specific information related to how the subject you are analyzing “fits” in the categories used for analysis (see above) according to the theory/theorist you have chosen to review. ***You must use the textbook and other supporting information to support your statements. A minimum of 25 points will be deducted from a paper with no supporting documentation. You must use the Smarthinking writing program and attach the report. References must be cited within the body of your paper. Papers with multiple errors and/or excessive similarity reported through SafeAssign will receive a reduction in grade.***

Writing Programs: Smarthinking and SafeAssign

You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.

Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.

Smarthinking

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab. This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process:

Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

SafeAssign

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssign compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssign's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.