



Sul Ross State University
Department of Education

ED 6308: Advanced Human Growth & Development

Lisa Thompson Sousa, PhD

Fall 2019

Contact Information

Office: MAB 309 B

Office Hours: Tuesday 4pm-8pm; Thursday 4pm-8pm; Saturday 9am-1pm

Phone: 432-837-8173

Email: lisa.sousa@sulross.edu

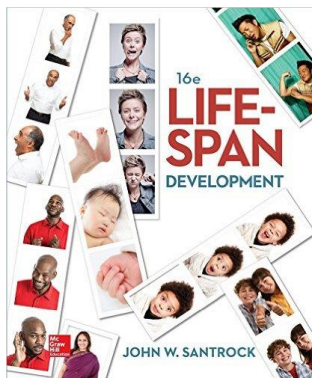
Virtual Office Hours: Virtual through Blackboard Collaborate, Skype or phone

Course Description:

A study of the human life span from conception to death, with emphasis on childhood and adolescence, and the implications for effective academic and interpersonal experiences

Required Text:

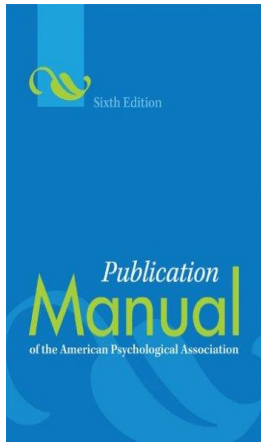
Santrock, J.W. (2017). Life-Span Development (16th Ed.). New York: McGraw-Hill. ISBN: ISBN: 13: 978-1259550904



Recommended Textbook:

ISBN: 978-1-4338-0559-2 (hard cover)

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



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

- Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
- Analyze the ethical and professional responsibility to the field of special education.
- Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities

Course Objectives:

- 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.

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published Texas Educational Agency (TEA)

Educational Diagnostician

Competency 001: Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

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.

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.

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard learning Management System. This course site will be available on August 22, 2019.

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician’s workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be

positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to login several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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 (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. 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 or professor, turning in another person's work as one's own, copying from professional works or internet sites without citation. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Specific Course Requirements

Course Assignments:

1. Chapter Quizzes: (30% of overall grade)

There will be 20 chapter quizzes worth 40 points each. There is no time limit for taking each quiz but you must complete each 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.

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

Chapter discussion board POSTS and RESPONSES are due by 12:00 a.m. (midnight) on the given due date. Each chapter discussion board post is worth 15 points and each discussion board response is worth 5 points=20 points total. A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's 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, October 13th, at 12:00 a.m. (midnight).

The second case study (young adulthood through older adulthood) will serve as the final exam and is due December 4th at 12:00 a.m. (midnight).

Developmental Studies:

You will write two developmental study during this course. The 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.*

Example theory/theorist:

- Erickson: Stages of Identity Development
- Kohlberg: Levels of Moral Development
- Piaget: Stages of Cognitive Development
- Super: Life Stages

NOTE: The 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.*

Final Exam: The final exam will consist of 100 multiple-choice questions worth one point each (total of 100 points). The questions will be comprised of information from each chapter (approximately five questions from each chapter). You will have a time limit of 4 hours to complete the exam.

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. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment'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.

Grading

	A=100-91%	B=90-81%	C=80-71%	D=70-61%
Chapter Quizzes				30 %
Discussion Boards				20 %
Developmental Study and Final Exam				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

Course Schedule

NOTE: LATE ASSIGNMENTS ARE NOT ACCEPTED.

Assignment 1-Due 12:00 (midnight), Sunday 1, September
Discussion Board Postings and Responses-
Get Acquainted Discussion Board and Discussion Board Chapter 1
Chapter 1 Quiz

Assignment 2-Due 12:00 (midnight), Sunday, 8 September
Discussion Board Postings and Responses-
Chapter 2 and Chapter 3
Chapter 2 Quiz
Chapter 3 Quiz

Assignment 3-Due 12:00 (midnight), Sunday, 15 September
Discussion Board Postings and Responses-
Chapter 4 and Chapter 5
Chapter 4 Quiz
Chapter 5 Quiz

Assignment 4-Due 12:00 (midnight), Sunday, 22 September
Discussion Board Postings and Responses-
Chapter 6 and Chapter 7
Chapter 6 Quiz
Chapter 7 Quiz

Assignment 5-Due 12:00 (midnight), Sunday, 29 September
Discussion Board Postings and Responses-
Chapter 8 and Chapter 9
Chapter 8 Quiz
Chapter 9 Quiz

Assignment 6-Due 12:00 (midnight), Sunday, 6 October
Discussion Board Postings and Responses
Chapter 10 and Chapter 11
Chapter 10 Quiz
Chapter 11 Quiz

Assignment 7-Due 12:00 (midnight), Sunday, 13 October
Discussion Board Postings and Responses
Chapter 12
Chapter 12 Quiz
1st Case Study

Assignment 8-Due 12:00 (midnight), Sunday, 20 October
Discussion Board Postings and Responses
Chapter 13
Ch. 13 Quiz

Assignment 9-Due 12:00 (midnight), Sunday, 27 October
Discussion Board Postings and Responses
Chapter 14
Chapter 14 Quiz

Assignment 10-Due 12:00 (midnight), Sunday, 3 November
Discussion Board Postings and Responses
Chapter 15
Chapter 15 Quiz

Assignment 11-Due 12:00(midnight), Sunday, 10 November
Discussion Board Postings and Responses
Chapter 16
Chapter 16 Quiz

Assignment 12-Due 12:00 (midnight), Sunday, 17 November
Discussion Board Postings and Responses
Chapter 17 and Chapter 18
Chapter 17 Quiz
Chapter 18 Quiz

Assignment 13-Due 12:00 (midnight), Wednesday, 27 November
Discussion Board Postings and Responses
Chapter 19

Chapter 19 Quiz

Assignment 14-Due 12:00 (midnight), Wednesday, 4 December

Discussion Board Postings and Responses

Chapter 20

Chapter 20 Quiz

Second Case Study Due

Final Exam-Due 12:00 (midnight), Monday, 9 December