

Syllabus

ED 6308: Advanced Human Growth & Development Sul Ross State University Fall 2019

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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.

STUDENT LEARNING OUTCOMES

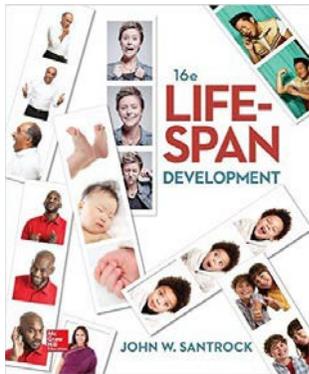
This course contributes to the following required student learning outcomes:

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. (2017). Life-Span Development (16th Ed.). New York: McGraw-Hill.

ISBN: ISBN: 13: 978-1259550904



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 will 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: Distance Learning Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance learning courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email, and/or
- not following the instructor's participation guidelines stated in the syllabus

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:

ADA (Americans with Disabilities Act) Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

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 Sul Ross 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 Sul Ross 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.

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.

DOMAIN I-SCHOOL CULTURE (School and Community Leadership)

- Competency 1-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
- Competency 2-The beginning principal knows how to work with stakeholders as key partners to support student learning.
- Students will know how to share campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Students will examine their leadershipstyle and leadership theories.
- Students will analyze their school culture and climate and will learn the meanings and applications of these concepts on their campus.
- Students will create a vision for their campus and learn its importance and application to school improvement.

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, **Nov. 10**, 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, **Dec 8**, at 12:00 a.m. (midnight).

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.***

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

Writing Programs: Smarthinking and SafeAssign (two separate writing programs)

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.

ED 6308: Advanced Human Growth and Development

Calendar of Assignments

NOTE: LATE ASSIGNMENTS ARE NOT ACCEPTED.

Be ready to dive right in, one assignment is due nearly every day. Noted in **Red** are assignments that are due on the same date.

Assignment 1-Due 12:00(midnight)

Discussion Board Postings and Responses-

Chapter 1-Due: Friday, Oct. 25

Chapter 1 Quiz, Due: Saturday, Oct 26

Chapter 2 Quiz, Due: Sunday, Oct. 27

Assignment 2-Due 12:00(midnight)

Discussion Board Postings and Responses-

Chapters 3 and 5-Due: Tuesday, Oct. 29

Chapter 3 Quiz, Due: Wednesday, Oct 30

Chapter 4 Quiz, Due: Thurs., Oct. 31

Chapter 5 Quiz, Due: Friday, Nov. 1

Assignment 3-Due 12:00(midnight)

Discussion Board Postings and Responses-

Chapter 7-Due: Saturday, Nov. 2

Chapter 6 Quiz, Due: Saturday, Nov. 2

Chapter 7 Quiz, Due: Sunday, Nov. 3

Chapter 8 Quiz, Due: Monday, Nov. 4

***You should submit your Child Development Study to Smarthinking now so that you have time to get it back and make revisions**

Assignment 4-Due 12:00(midnight)

**Discussion Board Postings and Responses-
Chapter 9-Due: Tuesday, Nov. 5**

Chapter 9 Quiz, Due: Wednesday, Nov. 6

Chapter 10 Quiz, Due: Thursday, Nov. 7

Assignment 5-Due 12:00(midnight)

**Discussion Board Postings and Responses-
Chapter 11 Due: Friday, Nov. 8**

Chapter 11 Quiz, Due: Saturday, Nov. 9

Assignment 6-Due 12:00(midnight)

**Child Developmental Study:
Due Sunday, Nov. 10, 12:00 (midnight)**

Assignment 7-Due 12:00(midnight)

**Discussion Board Postings and Responses-
Chapter 13-Due: Monday, Nov. 11**

Chapter 12 Quiz, Due: Tuesday, Nov. 12

Chapter 13 Quiz, Due: Wednesday, Nov. 13

Assignment 8-Due 12:00(midnight)

**Discussion Board Postings and Responses-
Chapter 15-Due: Thursday, Nov. 14**

Chapter 14 Quiz, Due: Friday, Nov. 15

Chapter 15 Quiz, Due: Saturday, Nov. 16

Assignment 9-Due 12:00(midnight)

**Discussion Board Postings and Responses-
Chapter 17-Due: Monday, Nov. 18**

Chapter 16 Quiz, Due: Tuesday, Nov. 19

Chapter 17 Quiz, Due: Wednesday, Nov. 20

Assignment 10-Due 12:00(midnight)

Discussion Board Postings and Responses-

Chapter 19-Due: Thursday, Nov. 21

Chapter 18 Quiz, Due: Friday, Nov. 22

Chapter 19 Quiz, Due: Saturday, Nov. 23

Assignment 11-Due 12:00(midnight)

Chapter 20 Quiz, Due: Mon., Nov. 25

***You should submit your Adult Development Study to Smarthinking now so that you have time to get it back and make revisions**

Assignment 12-Due 12:00(midnight)

Adult Developmental Study:

Due Sunday, Dec. 8, 12:00(midnight)