SUL ROSS
RIO GRANDE COLLEGE

SYLLABUS

EDSR 6308 Human Growth & Development: Emphasis Ad Leader Learner

SEMESTER: Summer 2025

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OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

VIRTUAL (Collaborate or Zoom) –Anytime

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

COUNSELING PROGRAM WEBPAGE

SRSU-RGC DEAN

SRSU-RGC EDUCATION DEPARTMENT CHAIR

Required Texts:
Cronin, A., & Mandich, M. B. (2016). Human Development and Performance Throughout the Lifespan, (2ed).
ISBN-13: 978-1133951193

John M., Gottman, Ph.D. and Joan DeClaire, Raising an Emotionally Intelligent Child
ISBN-13: 978-0684801308

Course Prerequisites: Student must have permission from the instructor.

Course Purpose: Students will gain an understanding of human development and the behaviors that correspond to the level of development. The focus of this course directs attention to developmental issues in the earlier period of the lifespan as they may be of concern to those entering the field of social sciences and education. This course is appropriate for persons interested in teaching in schools as well as those planning careers in counseling, developmental services, residential treatment, and similar specialty schools for children and youth.

Course Description:

A study of human development from adolescence through adult with learning theory application for different modes of pedagogical delivery.

This course is designed to meet CACREP Core Standards (2.F.3. HUMAN GROWTH AND DEVELOPMENT).

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

a. theories of individual and family development across the lifespan
b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant

This course is designed to meet CACREP Core Standards (2.F.2. SOCIAL AND CULTURAL DIVERSITY).

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas:

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
c. multicultural counseling competencies
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients' and counselors' worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

➢ Understand and implement theories of individual and family development across the lifespan (F-3-a)

➢ Apply theories of learning, theories of normal and abnormal personality development, and understand biopsychosocial factors that affect overall development and functioning across the lifespan (F-3-b, c, e)

➢ To demonstrate knowledge and proficiency as well as describe the etiology of addictions and addictive behavior (F-3-d)

➢ Understand systemic and environmental factors that affect human development, functioning, and behavior (F-3-f)

➢ Evaluate the role that lifespan events and life transitions play in the lives of individuals and their families at each level of development (micro/meso/macro) (F-3-f)

➢ To understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan (F-3-g)

➢ Have a general framework for understanding differing abilities and strategies for differentiated interventions (F-3-h)

➢ To understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (F-3-i)

➢ To learn self-care strategies appropriate to the counselor role (F-1l)

➢ Critique current research in the field of human growth and development (8.a.1.)

➢ Understand approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors (F-4-b)

Counseling Program Marketable Skills:

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is reflected and emphasized in all courses. The analytical and critical thinking skills, as well as the deductive and inductive cognitive skills are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feeling and demonstrating authentic empathy.

American with Disabilities Act (ADA):

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 the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring and summer semesters. These tutors help in mathematics, English, History and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (https://www.grammarly.com/), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance application. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.
Please go to: http://www.sulross.edu/page/1568/student-services to speak to a support service representative or visit the Student center.

Student Services Specialist are:

> Del Rio – (830) 703-4816
> Eagle Pass – (830) 758-5037
> Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSG-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	

Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have software needed to complete online coursework. If additional software is needed on a SRSU-RGC lab computer, please contact the administrator of the lab for assistance.
If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of Mozilla Firefox for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser related issue.
Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a

Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into "Blackboard.

   A. Select course number and name.
   B. Observe the Course men, which is categorized by submenus.
   C. The student will notice the "Menu" categorized by submenus. They are:

   1. ORIENTATION
   2. COMMUNICATION
      3. RESOURCES
      4. ASSIGNMENT
      5. TOOLS

   D. Select the "Blackboard Orientation" feature under the "Orientation" Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

E. Going to the Blackboard main page.
F. Access the "Student Resources" located at the red top left block of the Blackboard Log-in Page.
G. Orientation and "How to" videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced Video Streaming: As your instructor, I place a strong emphasis on individual class participation. There will be sixteen graded collaborative meetings, with a total value of 100 points. The interactive component of this course is essential; it will enhance your reasoning skills, which are vital to the counseling process. Your participation will help others improve their reasoning skills by drawing from your rich experiences. The diverse intercultural experiences of students contribute significantly to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help address any issues or answer any questions that often arise during online coursework. I will ask many open-ended questions to encourage responses. Students will be required to participate in every classroom session.
Collaborate Ultra is a web-based system that is used to connect people in real time. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View you Menu on the Left-hand side of the main course page.
4. Select "Zoom" under the "Assignment" Sub Menu.
5. Turn on the video bye depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" issues are NOT acceptable, and the student will be required to go to the computer lab at the nearest SRSU-RGC university site for the remainder of the semester after two class periods of connectivity difficulties. Such disconnection problems disrupt class dynamics and will not be tolerated. Each student is encouraged to take their computer hardware to the IT department for compatibility assessment before classes begin, ensuring that connectivity standards are met. Students should also inform the IT representative about their home internet service provider and its specifications to determine if it is suitable for collaborative ultra-connectivity. Additionally, it is recommended that home network usage be limited to personal use to avoid slowing down the home network connection. For example, ensure that others, including yourself, disconnect Wi-Fi from cell phones and other devices that may slow the home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

(830) 279-3003

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, distance between parties, eye-contact, inappropriate body language (Example: finger pointing, etc.) and disabilities that may impede effective communication.

Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.
- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
  - o Full name.
  - o Place of Birth.
  - o Place raised
  - o Describe family or culture that best describes you.
  - o Your interest in your undergraduate degree.
  - o Rationale for entering into the counseling program.
  - o What you hope to accomplish with a Counseling training.
  - o How you conclude this to be important.

- Attendance has a value of 100 points.

· Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

· Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.

· If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.

· Please read the assigned material before class and be prepared to discuss it. You are expected to participate in classroom discussions and activities actively and verbally.

· Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.

Late Work:

Assignments must be turned in before the beginning of next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require a professor's review and grading. In cases where grading is not instant, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. If I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24 hours.

Sub Sections	Point Scale		Grade
Class Collaborative Attendance and Participation	100-Attendance w/Interaction 80-Attendance w/Minimal Interaction 60-Attendane w/NO Interaction 0- No Attendance	All attendance and participation grades will be added and divided by 16 for an average grade.	**A= 90-100** **B= 80 - 89** **C= 70 - 79**
Case Studies (13)	100 Potential Points Each	All case study grades will be added and divided by 13 for an average grade.	**D= 60 – 69** **F= <60**
Quizzes (13 Quizzes)	100 Potential Points Each	All quiz grades will be added and divided by 13 for an average grade.	*************** **The subtotal for the (5) subsections will be divided by 5 for a final grade.**
Final Exam	100 Potential Points	100-questions and each question have a 1-point value.	

Blackboard Collaborate Ultra:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is essential to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your wealth of experience(s).

The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework.

You will need to have high-speed Internet service, and the ***Adobe Flash Player*** loaded into your personal computer. The IT department has suggested that you use ***Google Chrome*** as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for immediate download onto his or her personal computer.

Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings. Please make sure to have your equipment assessed by the IT Department. History will show that students might have a connection, network, microphone or video difficulties. A student's inability to connect, remain in the class or access his or her microphone or video is UNACCEPTABLE. Consistent problems will affect your letter grade significantly. Students will be required to make streaming accommodations if planning to travel out-of-town during one of our class meeting times. **I EXPECT EACH STUDENT TO ACTIVATE HIS OR HER VIDEO AND MICROPHONE FOR EACH CLASS.** However, mute your microphone when not speaking. Moreover, it is imperative that each student interacts and engage in conversation, regardless of your personality characteristics.

IT Technologist for each campus are:

      Del Rio - (830)703-4818
      Eagle Pass - (830) 758-5010
      Uvalde – (830) 279-3045

Case Studies:
Students will access the seven (13) case studies valued at a maximum 100 points each and review the assignment and enter the corresponding reflection, tasks findings and information and submit. You can attach or drag a copy of your document onto the attachment section.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the substance of the assigned reading. There is a total of ten (9) quizzes, and each quiz has a 100-point potential. If you do well in your quizzes, it

is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

<u>Scholarly Research Paper:</u>

Students are expected to write a scholarly research paper on a topic directly related to the study of Neuroscience and Counseling. Since writing a scholarly research paper is a highly demanding semester-long process, there will be components of the paper due at various intervals during the semester. **The following is the sequence of research segment assignment due:**

First: Topic, Title, and Research Question
Second: Draft Reference List
Third: Draft Paper (Not Mandatory)
Four: Final Draft

The final draft of the scholarly research paper is due on the last day of class for maximum opportunity of **100 points**.

Scholarly Research Papers typically consist of about 15 pages of content, a minimum of 12 empirical references reviewed in the body of the paper, and a cover page. An abstract is not necessary. **Students must adhere to the guidelines set forth in the *Publication Manual of the American Psychological Association* (6th ed.). Research papers not written in exact APA format will be returned ungraded.** You are required to strictly adhere to the writing requirements established by the APA in this 6th edition style manual. *(Please be aware that the instructor is nearly obsessive-compulsive about students' use of appropriate APA style. Do not follow the style of a professional journal. Only follow the 6th edition style manual.)* In addition to the required student workbook and the APA manual, you may find these three web sites helpful with APA style (6th ed.) and format:

http://owl.english.purdue.edu/owl/resource/560/01/
http://www.apastyle.org/elecref.html

All research papers must review the scientific literature related to the selected topic. Emphasis should be placed on the empirical literature found in the professional journals. Begin your research immediately. It is safe to assume that very little, if any, information will exist in the junior college library, and only a rare few of your related journal articles will be in *full text* format on the various library databases. You can expect to have to rely on interlibrary loan (online through SRSU) for most of your reference materials.

Students are only allowed to search the ***PsychInfo*** database available through SRSU (Alpine) via the library web page: https://library.sulross.edu. No other data bases are acceptable or appropriate for graduate students in Psychopathology. This activity can be done from the computer labs or from your own home or office. Never conduct a "Google" search for a Scholarly Research Paper. You should consider Internet searches (e.g., Google, Yahoo, Excite) to be totally unscholarly and not acceptable for this research paper. I do not want to see any references to Internet sites in this scholarly paper. However, nearly all your database searching will be online. In your Reference list you do not need to include the web link for a full-text article, just simply reference the source as a professional journal article (see APA Style Manual). The reference list must include a minimum of 20 sources, with at least 15 empirical sources from professional journals. These will most likely have to be ordered through Interlibrary Loan as it is highly unlikely that you will find many of your empirical articles in full text format on the PsychInfo database. (Refer to the "Library Resources" content area on the class Blackboard site.)

Your topic must be highly relevant to our geographic location and service population. You will not write papers on general psychopathology concepts such as depression, schizophrenia, and anxiety disorder. Instead, your focus and research question must be highly refined for our corner of the world and our unique clientele. You are encouraged to use headings and subheadings as an organizational schema for the paper.

You are also encouraged to write with a co-author and to work closely with the instructor as the two of you research and write your co-authored Scholarly Research Paper.

The final draft of the Scholarly Research Paper is due on the last day of the semester as indicated in the syllabus. Please remember to have at least <u>five</u> other people thoroughly and critically proofread your Scholarly Research Paper before submitting it to the instructor. Scholarly Research Papers will be evaluated based on:

- Readability
- APA style
- Organization
- Empirical Support
- Originality and Interest
- Topic/Title/Research Question
- Comprehensive Reference List

Keep in mind that you have a great opportunity for having a well-written scholarly paper, one that is a unique contribution to the literature, published in professional counseling journals.

Included below is a general outline for the format and content of the Scholarly Research Paper. If this description does not make sense to you, please consult with the instructor.

A. Introduction
In this beginning section of the paper, you pull the reader in. Get the reader interested in your topic. You will state the purpose of your paper and/or your research question. You should discuss the relevance and importance of this topic to the field of counseling. Why is this topic or research important or of value? Give a general overview of how the paper is laid out. Tell the reader what you intend to do in this paper. (**Caution:** Never use first person in a Scholarly Research Paper. Never say, "I" or "me" or anything similar. Say things like, "The purpose of this research paper is to . . .")

B. Review of Related Research
Obviously, this is the most important section of the Scholarly Research Paper. This is the "meat-and-potatoes." This section should be divided into various subheadings, depending on your topic, to facilitate smooth and easy reading. You will decide on your subheadings based upon your topic and how you want to present the studies. Organize this section in a logical format such as reviewing the more general (or least related) research first and working down to the most specific (and most closely related) research. You must review and discuss each study (at least 15 empirical articles). When reviewing a study always present and discuss the following factors for each of the 15 studies: purpose of research, methods employed, results and findings, interpretation of findings/researcher's conclusions, and criticisms and limitations of the study. Throughout this section of the paper, you will need to periodically summarize your findings, and tie them back into your thesis statement.

Many students purpose topics and research questions which are original. This is referred to as "original research," and it means that you are exploring a topic or research question that has not been thoroughly investigated. This is great! You will need to "extrapolate" from research studies that are closely related to your topic, and then draw conclusions from those findings. You will still need to thoroughly review at least 15 empirical studies.

C. Conclusion or Discussion
In this section, you will consolidate everything. Synthesize and integrate the key points from your Review of Related Research. This section allows the reader to understand your findings in a concise and straightforward manner. Reiterate the importance of this research to the field of counseling and discuss the implications of your findings for counseling. Additionally, include a discussion on the further research needed in this area (your topic).

D. Summary

This section resembles an abstract but appears at the end of the Scholarly Research Paper. In two or three paragraphs, summarize your purpose, findings, and conclusions clearly and concisely.

E. References

Include all references in the appropriate APA format. Remember that everything cited in the body of the paper must be included in your References, and every reference citation in your References must be cited in the body of your paper.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam:

The final exam is a 100-question True/False and multiple-choice exam designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities, and collaborative content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

Date	Content
Week 1 **Semester Starts Jul 07.** **My first Collaborate Meeting on Tuesday Jul 08th**	**Reading Assignment:** Ch.1 Human Performance Function as an Organizing Framework **Quiz 1:** Ch 1 **CS 1**: Ch 1 Linda **Reading Assignment:** Ch. 2 Human Performance: The Life Course Perspective **Quiz 2:** Ch 2 **CS 2**: Ch 2 Meredith **Collaborate:** Tuesdays & Thursdays at 6:00 P.M.
Week 2	**Reading Assignment:** Ch 3 Classic Theories of Classic Theories of Human Development **Quiz 3:** Ch 3 **CS 3:** Ch 3 John **Reading Assignment:** Ch. 4 Culture and Development **Quiz 4:** Ch 4 **CS 4:** Ch 4 Juan **Collaborate:** Tuesdays & Thursdays at 6:00 P.M.
Week 3	**Reading Assignment:** Ch. 5. Life Span Communication **Quiz 5:** Ch 5 **CS 5**: Ch 5 Chau

	Reading Assignment: Ch. 6 Mental Functions and Learning Across the Lifespan **Quiz 6:** Ch 6 **CS 6**: Ch 6 Eva **Collaborate:** Tuesdays & Thursdays at 6:00 P.M.
Week 4	**Reading Assignment:** Ch. 7 Environmental Contexts **Quiz 7:** Ch 7 **CS 7**: Ch 7 Tanner **Reading Assignment:** Ch. 8 Prenatal Development **Quiz 8**: Ch 8 **CS 8**: Ch 8 Ally **Collaborate:** Tuesdays & Thursdays at 6:00 P.M.
Week 5	**Reading Assignment:** Ch. 9 The Newborn **Quiz 9:** Ch 9 **CS 9:** Ch 9 Alys **Reading Assignment:** Ch. 10 Infancy **Quiz 10:** Ch 10 **CS 10:** Ch 10 Melissa **Reading Assignment:** Ch. 12 Development in the Preschool Years **Quiz 11:** Ch 12 **CS 11:** Ch 12 Brandon **Collaborate:** Tuesdays & Thursdays at 6:00 P.M.
Week 6	**Reading Assignment:** Ch. 14. Adolescent Development **Quiz 12:** Ch 14

	CS 12: Ch 14 Mark
	Reading Assignment: Ch. 19 Family and Disablement in Adulthood
	Quiz 13: Ch 19
	CS 13: Ch 19 Mary
	Reading Assignment: Ch. 22 Assessment of Human Performance Across the Life Span
	Collaborate: Tuesdays & Thursdays at 6:00 P.M.
Jul 13	**Final Exam Due 11:59 P.M**