Course Syllabus: Human Development
COUN 2023 Section x 21
Spring 2026

Contact Information
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Instructor Response Policy
The best way to contact me is via email. I will check emails between the regular working hours 9:00AM to 6:00PM, Monday to Friday. I will attempt to contact you within three hours; however, this does not apply on weekends or holidays. You can also text me via my personal cell phone number (940) 613-5977. Be sure to tell your name and the class number when you text me. I will call or text you back. We can set up a virtual meeting as well, depending on your needs. Please do not hesitate to contact me when you have any questions or need assistance.

Course Description
A study of human development and how empirical data using accepted reputable research methodology extends and supports our understanding of how development impacts society and what it is to be "human" through the stages of development specifically in the areas of cognitive, social, moral, and emotional domains

Textbook & Instructional Materials
Required:
Berk, L. E. (2022). Infants, Children, and Adolescents (9th ed). Sage Publications.

Core Content, Objectives, and Core Skills
1. Students will understand and think critically about the major theories of children's physical, cognitive, social, moral, and emotional development. Students will explain how developmental behavior impacts the individual and use empirical data to discuss the impacts that behavior has on the larger society.
   Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.
2. Students will understand and think critically about genetic, prenatal, hereditary, and environmental influences and how these influences and differences, prevalent in various global regions, impact human

1

development and learning. Students will develop an understanding of the social and personal responsibility to be aware of the impact of diverse influences on human development across the globe.
Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.

3. Students will recognize, understand, and think critically about the reciprocal influence of family and culture on human development.
Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.

4. Students will understand and think critically about the contribution of heredity and environment (both geographic and culturally) to development and learning.
Learning Activities: discussion questions, lecture and/or, guided reading, videos, portfolio, simulations, activities.

5. Students will develop an in-depth understanding of human growth and development and the changes that occur from infancy to young adulthood to better understand what makes us human.
Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.

6. Students will practice reflective habits regarding human development and develop an understanding of one's own development and how that process impacts one's approach to children and adolescents.
Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.

7. Students will develop an understanding of the development and maintenance of a healthy self-concept. Students will investigate developmental/environmental-related issues such as stress, risky behavior, gang violence, bullying, poverty, substance abuse, prenatal care, etc., and discuss the impacts on individuals, groups, and institutions.
Learning Activities: discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities.

Standards

All course objectives are aligned with the National Association for the Education of Young Children (NAEYC) Principles of Human Development. Standard 1: Relationships, Standard 2: Curriculum, Standard 3: Teaching, Standard 4: Assessment of Child Progress, Standard 5: Heath, Standard 6: Staff Competencies, Preparation, and Support, Standard 7: Families, Standard 8: Community Relationships, Standard 9: Physical Environment, and Standard 10: Leadership and Management.
 NAEYC standards, National Association for the Education of Young Children (NAEYC) Principles of Human Development and Principles of Child Development and Learning and Implications that Inform Practice available on their web site at: NAEYC

Campus Carry Policy

Active Shooter:
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University Police Department's webpage: "Run. Hide. Fight."

Campus Carry:
Senate Bill 11, passed by the 84th Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at Campus Carry Policy

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is the use of any unauthorized assistance, dependence upon the aid of sources beyond those authorized by the instructor, or acquisition without permission, of tests of other academic materials.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgment.
- Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments for this course should be well-prepared and created by the students. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical**

difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. You need to turn in all course assignments to D2L.

Discussion Questions

We will have several online discussions throughout the class. The discussions will occur throughout the semester in which you will explore and think critically about content from the readings and textbook. This will allow you to further explore topics more in depth, making connections among theories, supplemental readings, and comments from your peers. Discussion questions are posted on D2L/Brightspace in advance, so you can post your response at any time. See D2L course (communication tab) for

discussion due dates). You must also post five replies in the discussion board by Sunday of the week due for 5 points each.

Activities

The class will feature four formal learning activities worth ten points each that will strengthen your understanding of the main stages of child development. Specifics of each activity will be discussed further in class; however, the completed works will need to be uploaded to D2L/ Brightspace on the given due date.

Quizzes

There are 10-chapter quizzes throughout the course. These are accessed through your online textbook. They open at the beginning of the week they are assigned and close on the following Sunday.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Core Assessment

Core Assessment (Portfolio Part I-IV)

The Core Assessment will be conducted in a four-part portfolio project that directly aligns to the core course objectives and demonstrates a student's understanding of human development and its impact on the individual, society and culture. This assessment also requires students to apply empirical methods to think critically about how human development, behavior, and learning impact and are impacted by cultural differences to further their understanding of what makes us human. The portfolio includes the following four components: (1.) A research- based brochure students create that will require them to think critically about factors impacting the prenatal environment and how those are influenced by diverse environments in a global context. A component of this brochure also includes a call to action to highlight social responsibility for a resolution to the issue. (2.) A project and presentation that requires students to be engaged in the research process that will allow them to analyze and think critically about human development, specifically infancy and toddlerhood, in order to develop a presentation for the class. (3.) An observation to collect data that allows students to analyze adolescent behavior and link that to developmental characteristics and discuss how cultural differences impact development. Additionally, students will analyze interactions of adolescents among groups and discuss subsequent impacts. (4.) A final reflective piece that requires students to critically reflect on each component of the portfolio in order to synthesize and

demonstrate an understanding of the social and personal responsibility to the issues in human development from diverse cultures and communities in the US and across the globe. The separate portfolio components will be used as formative assessments during the course and will be assessed using elements of the AACU Critical Thinking, Global Learning, Written Communication, Quantitative Literacy, and Oral Communication rubrics. All written portfolio components must adhere to APA seventh edition guidelines. ***Additional instructions, guidelines, protocol sheet, supplemental articles, videos, and requirements are available on D2L/Brightspace.***

The following explains each part of the portfolio:

Portfolio Part I: Protecting the Prenatal Environment Brochure
To demonstrate your understanding of influences on the prenatal environment and our personal and social responsibility for awareness and action, you will create a brochure highlighting an issue and provide strategies or solutions. Download and complete the chart entitled, "Protecting the Prenatal Environment" that is located in the Week 3 folder. Using your answers from the sheet consider the following questions: "What did you find most difficult to give up (or avoid)? Why? What was most surprising? Why?" Next, choose one that you found difficult to give up (or avoid) and find a research article from a reputable source exploring this issue in another country. Additionally, you must locate empirical, numerical evidence on the impacts (local, national, or global) of this issue. Create a visually appealing brochure that highlights the challenges of protecting the prenatal environment in this particular area of the world and how that might compare and contrast with the prenatal environment in a culture specific to the US. Be sure to include the supporting research data and numerical data of the impacts and provide research-based strategies/recommendations/solutions to address this challenge. ***Detailed explanations and rubrics are located in D2L.***

Portfolio Part II: Infancy and Toddlerhood Research Project & Presentation

To deepen your understanding of human behavior and development, the influence that development has on institutions, other age groups, culture or our society as a whole, you will conduct research and create a presentation describing physical, cognitive, emotional, and social development in infancy and toddlerhood. Include information from the text, videos, simulations, and any supplied readings provided in D2L. You will submit an APA formatted paper, citing all sources, that is no more than 1,000 words as well as a video presentation that you will upload to YouTube for your classmates to view. You will copy the link on a word doc and turn it in to the dropbox. Be sure that you include the following information in your paper. Each of the bullets below can be used as a paragraph topic with the addition of an introduction and conclusion for a complete essay.

- Physical Development: Discuss gross and fine motor skills during this stage of development. How might cultural influences impact

development of motor skills? How might delayed motor development impact socialization?

- Cognitive Development: Use Piaget's theory to describe the cognitive differences between infants and toddlers. What specific behaviors support your supposition? How might cultural influences impact cognitive development and behavior? How might cognitive development impact further learning? How does cognitive development impact pedagogical and curricular decisions in schools?

- Emotional Development: Describe fear reactions and discuss when and why they appear in growth. How might cultural influences impact emotional development? How might individuals at this age communicate emotions? How might low or high EI impact an individual's interactions with others?

- Social Development: Discuss self-discovery in infancy and toddlerhood. How might cultural influences impact social development? How might individuals at this age interact and communicate with other individuals?

- In addition to your choice of one of the above developmental areas, also address the following: How has research, furthering our understanding of child development, impacted education, entertainment, retail, and or local, state or national government agencies? Consider Legislative and media impacts as well. Make sure to include statistical data to support the impacts you focus on. For example, you might use a consumer report citing the dollar amount retail allots to market to the parents of this age group to discuss impacts.

- For the second part of the assignment, choose one of the four areas above and create a 3- 5-minute video presentation going into detail about that area of development during the infancy and toddler period. In the presentation, discuss the most well-known theories about the area you chose from the text. Create a presentation for the video, such as Google Slides or Power Point with important points and quotes in bulleted form. Include graphics or graphs to support your information. When you record, you may use moviemaker, Screencast-o-Matic, VOKI, or any similar program, but upload it to YouTube and provide the link when you turn in the assignment. The images or voices of all group members must be present on the video. ***Detailed explanations and rubrics are located in D2L.***

Portfolio Part III: Adolescent Observation and Analysis

To gain an understanding of the social, emotional, cognitive, and physical development of the adolescent period and their impacts on other groups, you will be observing adolescents in a public place to collect data. You will then analyze aspects of their behavior that are indicative of the unique characteristics of this stage of human development. You will complete an observation protocol sheet and then compose a synthesis paragraph further

exploring a behavior you observed and how that is connected with changes associated with this stage and its influences on the adolescent age group itself, institutions such as schools, and the larger society.

Portfolio Part IV: Reflection

The reflective piece requires you to critically reflect on Parts I-III of the portfolio. You will synthesize the information you have gathered to demonstrate an understanding of human development and how it impacts individuals, society, and culture. You should address connections among the research-based developmental theories, experiences, and environments across the globe in order to demonstrate an understanding of our social and personal responsibility to grasp the differences in global environments—both the positive aspects as well as challenges your own and other cultures face. The following are possible areas for reflection:

- How has the knowledge of a particular stage(s) of development and behavior impacted your understanding of what it is that makes us human?

- How has an understanding of behaviors associated with developmental stages allowed you to be more understanding, tolerant, or to take a particular action?

- How has the knowledge of the impacts of global influences on development impacted your behavior (think about the actions suggested in your brochure).

- How has research you conducted supported and furthered the knowledge you have about human behavior and development?

- Why might you feel that it is important to people to understand human development and the associated behaviors?

- How has research you conducted supported and furthered the knowledge you have about issues pertaining to human behavior and development and why society needs to be aware of these issues?

- Considering the empirical data including quantitative information as well as qualitative data you use to support your opinions, how might this data be interpreted a different way or how might this data be influenced by other factors?

The reflection should be at least 500 words and must be submitted as a pdf and uploaded by the date due to D2L/Brightspace.

It is very important that you complete all assignments in a timely manner**.** If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you

will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Table 1 Points for each assignment

Assignment	Points
Portfolio Part I:	40
Portfolio Part II:	42
Portfolio Part III:	36
Portfolio Part IV:	38
Activities (4 at 10 points each)	40
Online Discussion Questions (4 at 5 points)	20
Quizzes (10 at 10 points)	100
Total	316

Table 2 Total points for final grade

Grade	Points
A	285 or Greater
B	253 to 284
C	222 to 252
D	190 to 221
F	189 or less

Grading Scale:

A= 285 or greater: Work that is outstanding and exemplary.
B= 253-284: Work that is above the minimum requirements.
C= 222-252: Work that meets expected level of performance for most students.
D= 190-221: Work that falls short of minimum criteria.
F= 189 or below: Work that falls well below the expected level of performance for most students.

Course Schedule

Week/Dates	Activities/Assignments
Week 1 3/23-3/28	Get familiar with the Textbook, Course syllabus, and Calendar Chapter 1: History, Theory, and Research Strategies Chapter 2: Biological and Environmental Chapter 3: Parental Development **Due**: (i) Discussion Board Introduction (ii) Quiz **#**1 (Chapters 1-3)
Week 2 3/30-4/4	**Read**: Chapter 4: Birth and the Newborn Baby Chapter 5: Physical Development in Infancy and Toddlerhood **Due** (i) Activity 1: Interviewing Parents (ii) Discussion Question# 1 (iii) Quiz #2 (Chapters 4-5)
Week 3 4/6-4/11	**Read**: Chapter 6: Cognitive Development in Infancy and Toddlerhood Chapter 7: Emotional and Social Development in infancy and Toddlerhood Chapter 8: Physical Development in Early Childhood **Due**: (i) Activity#2: Identifying Children's Drawings (ii) Discussion Question #2 (iii) Portfolio Part I: Protecting the Prenatal Environment Brochure Due (iv) Quiz#3 (Chapter 6) (v) Quiz #4 (Chapters 7-8) Begin work on Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation (Will be due Week 4)
Week 4 4/13-4/18	**Read**: Chapter 9: Cognitive Development in Early Childhood Chapter 10: Emotional and Social Development in Early Childhood **Due** (i) Portfolio Part II: Infancy and Toddlerhood Collaborative Research Paper & Presentation Due

	(ii) Quiz#5:(Chapter 9) (iii) Quiz#6 (Chapter 10) **<mark>Begin work on Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation (will be due Week 7)</mark>**
Week 5 4/20-4/25	**Read:** Chapter 11: Physical Development in Middle Childhood Chapter 12: Cognitive Development in Middle Childhood Chapter 13: Emotional and Social Development in Middle Childhood **Due** (i) Activity#3: **Toy Analysis** (ii) Discussion Question# 3 (iii) Quiz#7(Chapter 11)
Week 6 4/27-5/2	R**ead**: Chapter 14: Physical Development in Adolescence Chapter 15: Cognitive Development in Adolescence Due (i) Activity#4: Middle Childhood Project (ii)Quiz#8 (Chapter 12) (iii)Quiz#9 (Chapter 13)
Week 7 5/4-5/9	**Read**: Chapter 16: Emotional and Social Development in Adolescence Chapter 17: Emerging Adulthood **Due**: (i)Portfolio Part III- Adolescent Observation and Analysis Due (ii)Discussion Question#4 **<mark>Begin Work on Portfolio Part III- Adolescent Observation and Analysis (will be due Week 8)</mark>**
Week 8 5/11-5/15	**Final Week (Due by 5/15)** **Due:** (i)Observation Paper due Portfolio Part IV – Reflection (ii)Quiz#10(Chapters 14-17)