



Course Syllabus: Human Development

College of Education
COUN 2023 Section 101
Fall 2026

Contact Information

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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

Lumen Waymaker Courseware: Ideas, perspectives, and opinions presented in course readings, videos, and other instructional materials are those of the respective authors or creators and do not necessarily reflect or imply endorsement by the professor or the university. These materials are included for educational purposes to encourage critical thinking, analysis, and thoughtful discussion.

Study Hours and Tutoring Assistance

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, TASP's Learning center provides tutoring support in a number of core courses and subject areas. Please see the schedule for more information about times and offerings.
Remember that you don't need an appointment to utilize these services. Check

the "Tutoring at MSU" tab in the portal for more information about all campus tutoring opportunities.

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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](#)

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.

Grading

Table 1: Points allocated to each assignment

Assignments	Points
Introduce Yourself	5
Quizzes (17 at 20 pts each)	340
Activities (4 @ 15 pts each)	60
Portfolio Parts (4 @ 25 pts each)	100
Study Plans (11 @ 10 pts each)	110
Total Points	615

Table 2: Total points for final grade.

Grade	Points
A	90%- 100%
B	80%-89%
C	70% to 79%
D	60% to 69%
F	Less than 60%

Quizzes

Each module concludes with a graded, summative quiz to assess your mastery of the learning outcomes.

- **Attempts & Grading:** You are allowed **two attempts** for each quiz. Your **highest score** will be recorded in the gradebook.
- **Format:** Questions are pulled randomly from a pool aligned with the module's specific learning objectives. No two quiz attempts will be identical.

Study Plans

Instead of a traditional textbook, you will use an interactive **Study Plan** for each module.

- **Active Learning:** Each Study Plan contains your digital textbook readings, instructional videos, and practice activities.
- **Personalized Progress:** You will begin modules with a "Show What You Know" pretest to gauge your starting knowledge. As you work through the material, the system dynamically updates to highlight topics that need your attention.

* Participation for each study plan is calculated by how many self-checks you have completed out of the total available in that study plan. Students will see what self-checks they have completed as indicated at the bottom of each tile in the study plan.

Portfolio Parts

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 family. This assessment also requires students to apply empirical methods to think critically about how human development, behavior, and learning impact and are impacted by individual 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 pre-natal environment and how those are influenced by 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, which will allow them to analyze and think critically about human development, specifically infancy and toddlerhood, 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 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 individual perspectives 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 7th 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" 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 area of the world and how that might compare and contrast with the prenatal environment in 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: To deepen your understanding of human behavior and development, the influence that development has on institutions, other age groups, families 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 document and turn it into 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 familial influences impact the 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 familial 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 familial 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 familial 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 PowerPoint, 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. Additional instructions, guidelines, protocol sheet, supplemental articles, videos, and requirements are available on D2L/Brightspace.

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 families. 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. 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 the research you have conducted supported and furthered the knowledge you have about human behavior and development?
- Why might you feel that it is essential to people to understand human development and the associated behaviors?
- How has the research you have 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 other factors influence this data?

The reflection should be at least 500 words and must be submitted as a pdf and uploaded by the date due to D2L/Brightspace. Additional instructions, guidelines, and requirements are available on D2L/Brightspace.

Activities

The class will feature four formal learning activities worth 20 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 must be uploaded to D2L on the given due date.

Important Dates

- Last day for term schedule changes: August 27th Check date on [Academic Calendar](#).
- Deadline to file for graduation: September 21st Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" November 23rd Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

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.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

In-Class Attendance Policy

You are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

If you are absent, your grade will be reduced.

- 1) 1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, or other social activities)
- 2) 2nd Absence – 50 points deducted from your final grade average
- 3) 3rd Absence – 80 points deducted from your final grade average

More than 6 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.

If you have an unexpected medical treatment, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.

Punctuality is also expected for all classes. When you arrive 10 minutes after class has started you are considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final

point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

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.

Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the professor as soon as possible so we can discuss accommodation necessary to ensure your full participation in the course and to facilitate educational opportunities.

Class Participation

Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Moreover, additional readings may be assigned by the course instructor.

In addition to having thought through the answers to such questions before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned excerpt or text. Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L, which is a very important part of this course.

Because classroom participation is vital to your learning, 5 points will be deducted from your participation grade for each missed class after the first absence

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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 a 100% 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) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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 MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). 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."](#)

Grade Appeal Process

Update as needed. 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.

Course Schedule:

All assignments are due on Sunday at 11:59pm.

Week	Assignments	Due Date
Week 1 8/25 (T)	1. Review the course syllabus	NA
Week 1 8/27 (TH)	2. Modul1: Introduction to Lifespan Development	** Discussion Question 1# "Introduce Yourself" is due on Aug.30th at 11:59pm.
Week 2 9/1 (T)	3. Module 1: Introduction to Lifespan Development	Quiz 1: Introduction to Lifespan Development is due Sept.6th at 11:59pm.
Week 2 9/3 (TH)	4. Module 2: Developmental Theories	NA
Week 3 9/8 (T)	5. Module 2: Developmental Theories	NA
Week 3 9/10 (TH)	6. Module 2: Developmental Theories	** Quiz 2: Developmental Theory is due on Sept.13 at 11:59pm.
Week 4 9/15 (T)	7. Module 3: Prenatal Development	** Portfolio Part I instruction
Week 4 9/17 (TH)	8. Module 3: Prenatal Development	** Quiz 3: Prenatal Development is due on Sept.20 at 11:59pm
Week 5 9/22 (T)	9. Module 3: Prenatal Development	** Portfolio Part I is due on Sept.27 at 11:59pm.
Week 5 9/24 (TH)	10. Module 4: Infancy	Activity 1 Instruction
Week 6 9/29 (T)	11. Module 4: Infancy	** Quiz 4: Infancy and Toddlerhood is due on Oct.4 at 11:59pm
Week 6 10/1 (TH)	12. Module 4: Infancy	** Activity 1 is due on Oct.4th at 11:59pm.
Week 7 10/6 (T)	13. Module 5: Early Childhood	Portfolio II instruction

Week	Assignments	Due Date
Week 7 10/8 (TH)	14. Module 5: Early Childhood	Activity 2 instruction
Week 8 10/13 (T)	15. Module 5: Early Childhood	** Quiz 5: Early Childhood, Quiz 6: Physical Development in Early Childhood, Activity 2, and Portfolio II are due on Oct.18th at 11:59pm.
Week 8 10/15 (TH)	16. Module 6: Middle Childhood	Activity 3 & 4 Instruction
Week 9 10/20 (T)	17. Module 6: Middle Childhood	NA
Week 9 10/22 (TH)	18. Module 6: Middle Childhood	** Quiz 7: Middle Childhood, Quiz 8: Emotional and Social Development in Middle Childhood, and Activity 3 & 4 are due on Oct.25th at 11:59pm.
Week 10 10/27 (T)	19. Module 7: Adolescence	Portfolio III Instruction
Week 10 10/29 (TH)	20. Module 7: Adolescence	** Quiz 9: Adolescence and Quiz 10: Psychosocial and Identity Development in Adolescence are due on Nov.1st at 11:59pm.
Week 11 11/3 (T)	21. Module 7: Adolescence	** Portfolio III is due on Nov.1st at 11:59pm.
Week 11 11/5 (TH)	22. Module 8: Early Adulthood	** Quiz 11: Early Adulthood is due Nov.8th at 11:59pm.
Week 12 11/10 (T)	23. Module 8: Early Adulthood	NA

Week	Assignments	Due Date
Week 12 11/12 (TH)	24. Module 8: Early Adulthood	NA
Week 13 11/17 (T)	25. Module 9: Middle Adulthood	Portfolio Part IV instruction
Week 13 11/19 (TH)	26. Module 9: Middle Adulthood	* Quiz 12: Middle Adulthood Quiz 13: Physical Development in Middle Adulthood, and Portfolio IV are due Nov.22 at 11:59pm.
Week 14 11/24 (T)	27. Thanksgiving Holidays	No Class
Week 14 11/26 (TH)	28. Thanksgiving Holidays	No Class
Week 15 12/1 (T)	29. Module 10: Late Adulthood	Quiz 14: Late Adulthood is due Quiz 15: Psychosocial Development in Adulthood are Dec.6 at 11:59pm
Week 15 12/3 (TH)	30. Module 11: Death and Dying	Quiz 16: Death and Dying is due Dec.6 at 11:59pm.
Week 16 12/8 (T)	31. Final Week: No Class	Wrap up