



Course Syllabus: Human Development
COUN 2023 Section x 21
Spring 2025

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

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: Health, 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](#)

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes (Student Handbook).

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 or 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).

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.

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University HYPERLINK "<https://msutexas.edu/registrar/catalog/>"MSU Catalog

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.

Additional Class Learning Policies

Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodations in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

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.

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.

Desire-to-Learn (D2L)/Brightspace

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. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTS.

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 culture of our society. The following are **possible** areas for exploration:

- How might adolescent moodiness contribute to the psychological distancing between parents and children that accompanies puberty? (Consider bidirectional influences in parent-child relationships.) How might cultural differences in child rearing impact development? How might this adolescent characteristic impact the school?
- How does adolescents' propensity for risky behavior impact society? School policy? Legislative actions?
- List various personal and contextual factors that promote identity development. Then, explain how ethnic identity development is achieved for ethnic minority adolescents.
- How might cultural differences in gender expectations during adolescence impact emotional, physical, social, and cognitive development? How has gender exploration impacted society?
- How has information furthering our understanding of adolescents and associated developmental characteristics impacted education, retail, media, and legislation?

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 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. **Additional instructions, guidelines, and requirements are available on 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
<p>Week 1</p> <p>3/22-3/30</p>	<p>Get familiar with the Textbook, Course syllabus, and Calendar</p> <p>Chapter 1: History, Theory, and Research Strategies Chapter 2: Biological and Environmental Chapter 3: Parental Development</p> <p>Due: (i) Discussion Board Introduction (ii) Quiz #1 (Chapters 1-3)</p>
<p>Week 2</p> <p>3/31-4/6</p>	<p>Read: Chapter 4: Birth and the Newborn Baby Chapter 5: Physical Development in Infancy and Toddlerhood</p> <p>Due (i) Activity 1: Interviewing Parents (ii) Discussion Question# 1 (iii) Quiz #2 (Chapters 4-5)</p>
<p>Week 3</p> <p>4/7-4/13</p>	<p>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</p> <p>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)</p> <p style="background-color: yellow;">Begin work on Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation (Will be due Week 4)</p>
<p>Week 4</p> <p>4/14-4/20</p> <p>(4/17-4/18: Holiday Break)</p>	<p>Read: Chapter 9: Cognitive Development in Early Childhood Chapter 10: Emotional and Social Development in Early Childhood</p> <p>Due (i) Portfolio Part II: Infancy and Toddlerhood Collaborative Research Paper & Presentation Due</p>

	<p>(ii) Quiz#5:(Chapter 9) (iii) Quiz#6 (Chapter 10)</p> <p>Begin work on Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation (will be due Week 7)</p>
<p>Week 5 4/21-4/27</p>	<p>Read: Chapter 11: Physical Development in Middle Childhood Chapter 12: Cognitive Development in Middle Childhood Chapter 13: Emotional and Social Development in Middle Childhood</p> <p>Due (i) Activity#3: Gender Stereotyping (ii) Discussion Question# 3 (iii) Quiz#7(Chapter 11)</p>
<p>Week 6 4/28-5/4</p>	<p>Read: Chapter 14: Physical Development in Adolescence Chapter 15: Cognitive Development in Adolescence</p> <p>Due (i) Activity#4: Middle Childhood Project (ii)Quiz#8 (Chapter 12) (iii)Quiz#9 (Chapter 13)</p>
<p>Week 7 5/5-5/11</p>	<p>Read: Chapter 16: Emotional and Social Development in Adolescence Chapter 17: Emerging Adulthood</p> <p>Due: (i)Portfolio Part III- Adolescent Observation and Analysis Due (ii)Discussion Question#4</p> <p>Begin Work on Portfolio Part III- Adolescent Observation and Analysis (will be due Week 8)</p>
<p>Week 8 5/12-5/15</p>	<p>Final Week (Due by 5/15)</p> <p>Due: (i)Observation Paper due Portfolio Part IV – Reflection (ii)Quiz#10(Chapters 14-17)</p>