



Course Syllabus: **Human Development**

West College of Education

COUN 2023 Section 201

Spring 2023, Bridwell Hall Tuesday & Thursday

11:00 pm-12:20 pm- Rm 209

Instructor: Beth Barnard

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Office Hours: Mon 1-3, Tues 8:30-10:30, Wed 9-11

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

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between the hours of 8:00AM and 5:00PM Mon – Fri. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours listed above or we can set up a time to talk virtually, on the phone or in person outside of those hours.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email Mrs Beth with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Attendance Policy

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.

Core Content, Objectives, and Core Skills

Objectives

Learning Activities

<p>Students 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.</p>	<p>discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p>
<p>Students 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 of being aware of the impact of diverse influences on human development across the globe.</p>	<p>discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities</p>

Students recognize, understand, and think critically about the reciprocal influence of family and culture on human development.	discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
Students understand and think critically about the contribution of heredity and environment (both geographic and culturally) to development and learning.	discussion questions, lecture and/or, guided reading, videos, portfolio, simulations, activities
Students 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.	discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
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.	discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities
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.	discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities

These objectives align with [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](#)

Grading

Table 1: Points allocated to each assignment

All assignments will be explained in detail on D2L and will also be discussed in class.

<u>Assignment</u>	<u>Grade Point</u>
Portfolio Part I	40
Portfolio Part II	42
Portfolio Part III	36
Portfolio Part IV	38
Activities (4@10pts each)	40
Online Discussion (4@5pts each)	20
Quizzes (10@10pts each)	100

Final	100
TOTAL	416

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 pre-natal 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 7th edition guidelines.

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 pre-natal 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 drobox. 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 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.*

Additional Class Learning Activities

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.

Class Participation

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. 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 excerpt or text that is assigned. 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, and such 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.

Dispositions

- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will "sell" the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

Attitude

- Demonstrate the following dispositions that are essential for learning:
- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)

- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Submitted Work

Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mrs. Beth. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

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 BRIGHTSPACE.

MSU-TEXAS Policies and Procedures:

Student Handbook

Refer to: [Student Handbook-2022-23](#)

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](#)

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) exists 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 Clark Student Center, Room 168, (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](#).

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 MSU TEXAS. 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 [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.](#)"

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

“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, authenticity, and educational purposes.” from [Student Handbook](#) . All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please 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.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

References:

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston
NAEYC (2020). DAP: Principles of Human Development. Retrieved December 31, 2020, from [Principles of Human Development](#)

NAEYC (2020). DAP: Principles of Child Development and Learning and Implications that Inform Practice. Retrieved December 31, 2020, from [Principles of Child Development that Inform Practice](#)

NAEYC (2020). DAP: Principles of Human Development. Retrieved December 31, 2020, from [Social- Cultural Context of Child Development and Learning](#)

Notice:

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