



Course Syllabus: Human Development
Gordon T. & Ellen West College of Education
COUN 2023 Section 101
Fall 2022 Tues/Thurs 11:00am-12:20pm

Contact Information

Instructor: Dr. Suzanne F. Lindt
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Instructor Response Policy

Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

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. (ISBN: 9780135493984)

Required Technology

All students must have Internet access and the following technology applications: Video recording capability (webcam), Word Processing software, a Google account, Adobe reader, and a microphone.

Course Objectives/Standards

Objectives	Learning Activities
Students understand and think critically about the major theories of children's physical, cognitive,	Course discussion questions, lecture and/or guided

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

Objectives	Learning 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.	Course discussion questions, lecture and/or guided reading, videos, portfolio, simulations, activities

These objectives align with National Association for the Education of Young Children (NAEYC) standards that can also be found on their web site at: [NAEYC](#)

Student Handbook

Refer to: [Student Handbook-2021-22](#)

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](#)

Grading Assessment

Assignments	Percentage
Portfolio Part I	10
Portfolio Part II	10
Portfolio Part III	10
Portfolio Part IV	10
Activities (4 at 5% each)	20
Class Attendance and Participation (18 at 1% ea)	18
Quizzes (11 at 2% each)	22
Total	100

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%

Grade	Percent
D	60% to 69.9%
F	Less than 60%

Core Assessment

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 final 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 collaborative 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, as well as working collaboratively with a class peer 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 submitted separately during the course and the combined Core Assessment components will be combined to assess 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.

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's 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. Additional instructions, guidelines, and requirements are available on D2L/Brightspace in the Week 3 folder.

Portfolio Part II: Infancy and Toddlerhood Collaborative 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, 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. 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.

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 in the Week 14 folder.

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 culture 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 700 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 in the week's folder.

Additional Class Learning Activities

Activities

The class will feature four formal learning activities worth 5% each that will strengthen the 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 11 chapter quizzes throughout the course. These are accessed in D2L in the folders for the weeks they are due. Quizzes are worth 100 points, and you may use your textbook. You will have 30 minutes for each quiz. However, you should read the textbook and participate in class prior to taking the quizzes. Note the course schedule for specific quiz due dates. (Quizzes will only be available one week after the due date.)

Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than two weeks late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.** *(If you cannot complete assignments on time or attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before the assignment is due to receive any extension. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the assignment due date to receive an extension.)*

Important Dates

Last day for term schedule changes: August 25. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 26 (December graduates), October 3 (May graduates). Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 24. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

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. Also, you can go to this page for help with D2L:

<https://msutexas.edu/distance/how-to-student.php> *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.

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. Students will participate in activities during each class to assist them in understanding the concepts and preparing for quizzes and papers, and these activities will be taken up as credit for participation. Students missing class, leaving early, arriving late, or who do not otherwise participate in the class activities, will lose credit for them. Instead of taking attendance, I will offer opportunities during class to apply the various concepts learned. I will take a total of 18 participation grades that can only be completed in class. You will participate in class and submit your responses/notes for a grade worth 1% each. If you are late, absent, or leave early, you cannot turn in these assignments.

Professionals in education and other professions are dependable, reliable, and responsible. Therefore, students are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence.

Online Computer Requirements

Taking this 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 class page 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. To ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave 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 teaching dispositions, 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 excessive absences, 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.

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](#).

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 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.

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

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 COUN 2023

Week	Dates	Topics/Activities/Assignments	Graded Assignment Due Date
Week 1	8/23, 8/25	Purchase Textbook (hard copy or digital) Syllabus Quiz History, Theory, and Research Strategies – Ch. 1 Quiz #1	8/23 8/25
Week 2	8/30, 9/1	Biological and Environmental – Ch. 2 Prenatal Development Ch. 3 Quiz #2	9/1
Week 3	9/6, 9/8	Portfolio Part I: Protecting the Prenatal Environment Birth and the Newborn Baby – Ch. 4 Physical Development in Infancy and Toddlerhood – Ch. 5 Quiz #3	9/6 9/8
Week 4	9/13, 9/15	Activity #1 – Interviewing Parents Cognitive Development in Infancy and Toddlerhood – Ch. 6 Quiz #4	9/13 9/15
Week 5	9/20, 9/22	Emotional/Social Development in Infancy/Toddlerhood – Ch. 7 Portfolio Part II: Infancy and Toddlerhood Research Paper & Presentation	9/22

Week	Dates	Topics/Activities/Assignments	Graded Assignment Due Date
		Physical Development in Early Childhood – Ch. 8	
Week 6	9/27, 9/29	Physical Development in Early Childhood – Ch. 8 Quiz #5 Cognitive Development in Early Childhood – Ch. 9 Activity #2 – Identifying Children’s Drawings	9/27 9/29
Week 7	10/4, 10/6	Cognitive Development in Early Childhood – Ch. 9 Quiz #6	10/6
Week 8	10/11, 10/13	Emotional and Social Development in Early Childhood – Ch. 10 Quiz #7 Activity #3– Gender Constancy	10/13 10/13
Week 9	10/18, 10/20	Physical Development in Middle Childhood – Ch. 11 Quiz #8	10/20
Week 10	10/25, 10/27	Cognitive Development in Middle Childhood – Ch. 12	
Week 11	11/1, 11/3	Emotional and Social Development in Middle Childhood – Ch. 13 Quiz #9	11/3
Week 12	11/8, 11/10	Activity #4 - Middle Childhood Project Physical Development in Adolescence – Ch. 14 Cognitive Development in Adolescence – Ch. 15 Quiz #10	11/8 11/10
Week 13	11/15, 11/17	Emotional and Social Development in Adolescence – Ch. 16	
Week 14	11/22	Portfolio Part III- Adolescent Observation and Analysis Emerging Adulthood- Ch. 17 Quiz #11	11/22 11/22
Week 15	11/29, 12/1	Discuss Portfolio Part IV Portfolio Part IV – Reflection	12/1

Appendix A: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.