



Course Syllabus: Human Development

College of Education
COUN 2023 Section 201/202
Spring 2026 T/Th

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

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

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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
Portfolio Part I	100
Portfolio Part II	100
Portfolio Part III	100
Portfolio Part IV	100
Quizzes	200
Activities, Projects, Participation	400
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

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.

Quizzes

There are 10 chapter quizzes throughout the course. These are accessed through D2L. They open at the beginning of their assigned week and close on Friday at midnight.

Projects Required

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.

Important Dates

- Last day for term schedule changes: January 23rd, 2026.
Check date on [Academic Calendar](#).
- Deadline to file for graduation: February 16th, 2026.
Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W": April 29th, 2026.
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.

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.

Dispositions

1. Students will promote learner-centered instruction as preferable to teacher-centered instruction.
2. Each student will "sell" the desirability of equity in the classroom.
3. Students will become salespersons for choices and differentiation assignments in the classroom.
4. 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)

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](#).

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:

<i>Week</i>	<i>Dates</i>	<i>Activities/Assignments/Exams</i>	<i>Due Date</i>
1	Jan 20-25	Tues: Introductions and Course Info Thurs: Online Assignment for Chapter 1/Class Optional	Online assignment due Thursday 22 nd by 12:30 pm
2	Jan 26-Feb 1	Tues: Chapter 2: Biological & Environmental Thurs: Chapter 3: Prenatal Development	Reading Quiz 1 (Chaps 1-3); due Sunday the 4 th by 11:59 pm

<i>Week</i>	<i>Dates</i>	<i>Activities/Assignments/Exams</i>	<i>Due Date</i>
3	Feb 2-8	Tues: Part I Portfolio Thurs: Chapter 4: Birth and the Newborn Baby	Portfolio Part I- Protecting the Prenatal Environment Brochure due Sunday 8 th by 11:59 pm
4	Feb 9-15	Tues: Chapter 5 Online Assignment/No Class Thurs: Reading Quiz 2 (Chaps 4 & 5)/No class	Reading Quiz 2 (Chaps 4 & 5); due Sunday the 15 th by 11:59 pm
5	Feb 16- 22	Tues: Activity #1 Thurs: Chapter 6: Cognitive Development in Infancy & Toddlerhood	Activity #1 due Sunday 22 nd by 11:59 pm
6	Feb 23- March 1	Tues: Part II Portfolio Thurs: Chapter 7: Emotional & Social Development in Infancy & Toddlerhood	Reading Quiz 3 (Chap 6) due Sunday 1 st by 11:59 pm
7	March 2-8	Tues: Chapter 8: Physical Development in Early Childhood Thurs: Reading Quiz 4 (Chaps 7 & 8)/No class	Reading Quiz 4 (Chaps 7 & 8) due Sunday 8 th by 11:59 pm
March 9- 15		Spring Break	
8	March 16- 22	Tues: Activity #2 Thurs: Chapter 9: Cognitive Development in Early Childhood	Activity #2 due Sunday 22 nd by 11:59 pm
9	March 23- 29	Tues: Activity #3 Thurs: Chapter 10: Emotional and Social Development Early Childhood	Activity #3 due Sunday 29 th by 11:59 pm
10	March 30- April 1	Tues: Reading Quiz 5 (Chap 9)/Class Optional	Reading Quiz 5 (Chap 9) due Tuesday 31 st by 12:30 pm
April 2- 5		Mini Break	
11	April 6- 12	Tues: Chapter 11: Physical Development in Middle Childhood Thurs: Chapter 12: Cognitive Development in Middle Childhood	Reading Quiz 6 (Chap 10) due Sunday 12 th by 11:59 pm

<i>Week</i>	<i>Dates</i>	<i>Activities/Assignments/Exams</i>	<i>Due Date</i>
12	April 13-19	Tues: Portfolio Part III Thurs: Chapter 13: Emotional and Social Development in Middle Childhood	Reading Quiz 7 (Chap 11) due Sunday 19 th by 11:59 pm
13	April 20-26	Tues: Activity #4 Thurs: Chapter 14: Physical Development in Adolescence	Reading Quiz 8 (Chap 12) due Sunday 26 th by 11:59 pm Activity #4 due Tuesday 28 th by 8:00 am
14	April 27-May 3	Tues: Chapter 15: Cognitive Development in Adolescence Thurs: Chapter 16: Emotional and Social Development in Adolescence	Reading Quiz 9 (Chap 13) due Sunday 3 rd by 11:59 pm
15	May 4- 8	Tues: Portfolio Part IV Thurs: Reading Quiz 10 (Chaps 14-17)/Class Optional	Reading Quiz 10 (Chaps 14- 16) due Thursday 7 th by 12:30 pm
16	May 9- 14	Finals Week	Portfolio Part IV due on Finals Day