

CI 6351 Human Growth & Development
COURSE SYLLABUS
Angelo State University
Spring 2012

Course Description

A study of human development through the life span including physiological, social, emotional, cognitive, language, and cultural influences.

Course Goals

To synthesize knowledge of theories of human development, arriving at a holistic understanding of human development.

To examine developmental manifestations (age/stage) throughout the lifecycle.

To identify, describe, explain, predict influences on developmental success from hereditary, environmental, familial, cultural, educational, and societal perspectives.

To read, study, and evaluate selected developmental research studies, professional writings, and professional practice.

To prepare for competency testing in educator preparation programs.

Graduate Student Learning Goals

Graduate institutional learning goals reflect the mission of the university through a focus on specific areas of student learning. Individual departments, programs and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the university as essential to education.

Master Knowledge and Skills

Students will:

Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.

Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.

Demonstrate the ability to be creative critical thinkers and to apply new technologies appropriate to their chosen discipline.

Master Communication and Dissemination

Students will:

Be required to demonstrate advanced oral and written communication skills appropriate to their chosen discipline.

Demonstrate global perspectives appropriate to their chosen discipline.

Master Leadership and Social Responsibility

Students will:

Comprehend and practice the ethical principles appropriate to their chosen discipline.

Understand and value individual differences, and have the skills to work effectively in a diverse, changing world.

Methods of Instruction

This is an asynchronous online course. All content and grading will be provided through the Angelo State University (ASU) Blackboard software (www.blackboard.angelo.edu) and candidate's individual TaskStream account. Textbook reading, participating in an electronic Discussion Board, reviewing of a professional journal article, reviewing videos, observing two persons for the final case study, and writing professional papers will be required as online activities. Timely Internet access and command of basic computer skills, including effective use of Microsoft Word software, are expected elements of course success.

Course Requirements

Candidates are expected to successfully complete all major course activities, and to electronically present these for grading as outlined by due date in the Course Calendar.

Major Course Activities

All activities must be satisfactorily completed to receive course credit.

1. Discussion Board Participation
2. Textbook Chapter Reviews (Chapters 6 & 7, 8 & 9, 10 & 12, and 16)
3. Comparative Developmental Milestones Case Study (final exam)

Course Evaluation Plan

All written assignments will be scored using the "Grading Rubric for Written Assignments" found at the end of this syllabus and posted in Blackboard at the "Resources" tab.

| | Potential Points |
|--|------------------|
| Textbook Chapter Reviews (200 possible points each) | 800 |
| Comparative Developmental Milestones Case Study (final exam) | <u>200</u> |
| | 1,000 |

Grade Assignment Criteria

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value. Lateness will be determined by the posting date and time in Blackboard.**

| | |
|----------------------|---|
| A- 1000 to 900 (90%) | Outstanding, above minimum requirements |
| B- 899 to 800 (80%) | Satisfactorily meeting minimum requirements |
| C- 799 to 700 (70%) | Minimally meeting requirements |
| F- below 700 | Unacceptable work |

Textbooks

Crain, W. (2011). *Theories of development: Concepts and applications* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

(2010). *Publication manual of the American Psychological Association* (6th ed., 2nd or later printing). Washington, DC: American Psychological Association.

Special Considerations

"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

Additional details can be found at:

http://www.angelo.edu/services/student_life/disability.html

Academic Integrity

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*." The electronic version can be found at:

http://www.angelo.edu/forms/pdf/Honor_Code.pdf

Contacting the Professor

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Professor

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Office Hours: 10:00 to 11:30 TWR & 1:30 to 3:00 MTWR, or by appointment

Course Calendar

| | |
|---|--|
| Wednesday, January 25 th , noon | Syllabus Reading Assignment due |
| Wednesday, February 1 st , noon | Textbook Chapter 6 & 7 Review due |
| Wednesday, February 22 nd , noon | Textbook Chapter 8 & 9 Review due |
| Wednesday, March 21 st , noon | Textbook Chapter 10 & 12 Review due |
| Wednesday, April 11 th , noon | Textbook Chapter 16 Review due |
| Wednesday, May 2 nd , noon | Developmental Milestones Case Study (final exam) due |

Major Course Activities Detail

Discussion Board Participation

Candidates are expected to actively participate in all Discussion Board postings as they become active in Blackboard throughout the semester.

Syllabus Reading Assignment

Candidates will thoroughly read all parts of the course syllabus (provided electronically at the “Syllabus” tab in Blackboard) and report that fulfilled requirement in Blackboard.

Textbook Chapter Reviews (Chapters 6 & 7, 8 & 9, 10 & 12 and 16) (200 possible points each for a total of 800 possible points)

Candidates will read each assigned chapters and any accompanying journal article(s), preview any assigned video(s), and write an APA correct paper that **briefly** delineates the major elements of the chapter as well as **fully** provides a “personal reaction” to the reading(s) and video. Be specific in your reaction. As a rough guide, the length of the personal reaction should easily exceed the length of the major elements.

Developmental Milestones Case Study Paper (final exam) (200 possible points)

Candidates will identify and observe (at least three times each) two persons (cannot be your relatives) for the purpose of writing a “comparative developmental milestones case study” report. The written paper should be an APA correct document that compares and contrasts (using the language presented in this course) the two observed persons’ physiological, social, emotional, cognitive, language, and cultural developmental milestones achievement levels. This paper will **also** be presented to your TaskStream portfolio for evaluation.

TaskStream Electronic Portfolio

All candidates must be building their TaskStream electronic portfolio (www.taskstream.com). In addition to presenting the developmental milestones case study assignment in this course into TaskStream for evaluation, candidates should be adding other artifacts (work samples from each course completed) often. A “reflection statement” should be included with each artifact. The reflection statement should explain how completing the assignment (artifact) relates to the State Standards for your program of study. The reflection statement often also is used to show your “professional growth”. Visit with your major’s program advisor for details on the standards, appropriate artifacts, reflection statement guidelines, and other details. All program State standards can be found at <http://www.sbec.state.tx.us>.

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|--------------------------|---|-----------------------------|
| Counseling Majors | Dr. Mary McGlamery TaskStream portfolio code: counseling | mmcglamery@angelo.edu |
| Curriculum & Instruction | Dr. Kim Livengood TaskStream portfolio code: teacher | kim.livengood@angelo.edu |
| Diagnostician | Dr. Deborah Banker | deborah.banker@angelo.edu |
| Principal | Dr. Richard Bain TaskStream portfolio code: principal | rbain2@angelo.edu |
| Reading | Dr. Ann Bullion-Mears | ann.bullionmears@angelo.edu |
| Special Education | Dr. Richard Evans | richard.evans@angleo.edu |
| Student Development | Dr. Alaric Williams | alaric.williams@angelo.edu |

Grading Rubric for Written Assignments
(200 possible point assignments)

| | Bull's Eye | On Target | Getting Close | Missed the Mark |
|-------------------------|---|---|--|---|
| Writing Content | <p>80 points</p> <p>The content is written clearly and concisely, with a very logical progression of ideas directly related toward all elements of the assigned task.</p> | <p>60 points</p> <p>The content reflects a fairly logical progression of ideas approaching the major elements of the assigned task.</p> | <p>40 points</p> <p>The content is vague in conveying a point of view and does not create a sense of purpose related to the elements of the assigned task.</p> | <p>10 points</p> <p>The content lacks a clear point of view and logical sequence of information and is not related to the elements of the assigned task.</p> |
| Writing Professionalism | <p>40 points</p> <p>Includes abundant supporting information that is accurate and reflects language and terms used correctly from the textbook and/or other appropriate resources.</p> | <p>30 points</p> <p>Information included reflects supportive use of language and terms from the textbook and/or other appropriate resources.</p> | <p>20 points</p> <p>Includes only a few correctly used terms from the textbook and/or other appropriate resources.</p> | <p>10 points</p> <p>Includes no correctly used language or terms from the textbook and/or appropriate other resources.</p> |
| Writing Mechanics | <p>40 points</p> <p>The assignment is written with no errors in grammar, capitalization, punctuation, and spelling and, when appropriate, follows all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p> | <p>30 points</p> <p>The assignment is clearly written with little or no editing required for grammar, punctuation, and spelling and, when appropriate, follows almost all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p> | <p>20 points</p> <p>Spelling, punctuation, and grammar errors distract or impair readability. The assignment, when appropriate, follows only some of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p> | <p>10 points</p> <p>Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major editing and revision is needed. The assignment, when appropriate, follows few or none of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.</p> |
| Writing Style | <p>40 points</p> <p>The style of the assignment is artful. Obviously paid attention to what is said as well as how it is stated.</p> | <p>30 points</p> <p>Style of assignment is clear, clean, and readable. It sounds intelligent.</p> | <p>20 points</p> <p>Style of assignment is loose, rather than a smart, academic assignment.</p> | <p>10 points</p> <p>Style is loose and casual, lacking professional expectation.</p> |