

**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](http://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* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

(2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed., 2<sup>nd</sup> 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 accommodations can be made.” Additional details can be found at: [http://www.angelo.edu/services/student\\_life/disability.html](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](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

## **Contacting the Instructor**

Russ Perry, Ed.D

Distance Education Adjunct Lecturer

rperry5@angelo.edu

## Course Calendar

Wednesday, January 25 <sup>th</sup> , noon	Syllabus Reading Assignment due
Wednesday, February 1 <sup>st</sup> , noon	Textbook Chapter 6 & 7 Review due
Wednesday, February 22 <sup>nd</sup> , noon	Textbook Chapter 8 & 9 Review due
Wednesday, March 21 <sup>st</sup> , noon	Textbook Chapter 10 & 12 Review due
Wednesday, April 11 <sup>th</sup> , noon	Textbook Chapter 16 Review due
Wednesday, May 2 <sup>nd</sup> , 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 to 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>.

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	80 points The content is written clearly and concisely, with a very logical progression of ideas directly related toward all elements of the assigned task.	60 points The content reflects a fairly logical progression of ideas approaching the major elements of the assigned task.	40 points 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.	10 points The content lacks a clear point of view and logical sequence of information and is not related to the elements of the assigned task.
Writing Professionalism	40 points Includes abundant supporting information that is accurate and reflects language and terms used correctly from the textbook and/or other appropriate resources.	30 points Information included reflects supportive use of language and terms from the textbook and/or other appropriate resources.	20 points Includes only a few correctly used terms from the textbook and/or other appropriate resources.	10 points Includes no correctly used language or terms from the textbook and/or appropriate other resources.
Writing Mechanics	40 points 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 (APA)</i> guidelines.	30 points 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 (APA)</i> guidelines.	20 points 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 (APA)</i> guidelines.	10 points 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 (APA)</i> guidelines.
Writing Style	40 points The style of the assignment is artful. Obviously paid attention to what is said as well as how it is stated.	30 points Style of assignment is clear, clean, and readable. It sounds intelligent.	20 points Style of assignment is loose, rather than a smart, academic assignment.	10 points Style is loose and casual, lacking professional expectation.