



**ANGELO STATE UNIVERSITY**

**Department of Curriculum and Instruction**

**EDSC 6303**

**HUMAN GROWTH AND DEVELOPMENT**

**FALL A 2019**

**KRISTEN LYONS, PH.D.**

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## **COURSE INFORMATION**

### **COURSE NUMBER**

EDSC 6303

### **COURSE TITLE**

Human Growth and Development

### **COURSE DELIVERY**

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on August 19, 2019 and ends on October 11, 2019.

### **COURSE DESCRIPTION**

This course places emphasis on the study of the characteristics of human growth at each stage of development, throughout the lifespan, with emphasis on childhood and adolescence. Special attention will be placed on counseling in various settings, including schools, with a focus on environmental, social, and cultural factors that affect learners' development.

## **INSTRUCTOR INFORMATION**

### **LEAD INSTRUCTOR**

Kristen Lyons, Ph.D.

Email: [kristen.lyons@angelo.edu](mailto:kristen.lyons@angelo.edu)

### **INSTRUCTOR TEAM**

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

### **OFFICE HOURS**

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

## **STUDENT LEARNING OUTCOMES**

- Identify learners' developmental characteristics and needs
- Recognize contemporary issues regarding multicultural / cross cultural issues and the educational implications of working with diverse populations.
- Explain foundational concepts associated with psychosocial, moral, multiple intelligences, behavioral, language, motivational, and ecological development theories.

- Use reflection and self-awareness to promote personal development and growth and wellness.
- Understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.
- Use research-based techniques to identify educational implications of given topic.

## **REQUIRED TEXTS AND MATERIALS**

### **REQUIRED TEXTS**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

### **RECOMMENDED READINGS**

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

### **TECHNOLOGY REQUIREMENTS**

A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology\\_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php).

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

## **GRADING SYSTEM**

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

A = 90.00-100%

B = 80.00-89%

C = 70.00-79%

F = below 70%

## **METHODS OF INSTRUCTION**

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

## **COMMUNICATION**

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

### **USE GOOD "NETIQUETTE":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

**INSTRUCTOR COMMUNICATIONS:** Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

### **CANDIDATE PARTICIPATION**

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

### **ATTENDANCE**

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

### **LIBRARY RESOURCES**

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at [www.angelo.edu/services/library/](http://www.angelo.edu/services/library/).

Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

### **ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

### **LATE WORK OR MISSED ASSIGNMENTS**

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

### **POLICIES RELATED TO THIS COURSE**

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook  
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog  
<http://www.angelo.edu/catalogs/>
- Academic Calendar  
[https://www.angelo.edu/services/registrars\\_office/academic\\_calendar.php](https://www.angelo.edu/services/registrars_office/academic_calendar.php)

### **ACADEMIC INTEGRITY**

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

## **STUDENTS WITH DISABILITIES**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

## **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

## **TITLE IX**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu) or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

## **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily

basis.

**ASSIGNMENT OBJECTIVES & DUE DATES**

Week	Topic	Objectives By the end of the course, the candidate will:	Readings	Assignments	Points	Due Dates
1	Module 1	1.1 Make connections with peers through introductions and discussions  1.2 Respond to fellow students in a dialog format.  1.3 Acclimate to the classroom and get to know other students.  1.4 Examine the elements of themselves and their own awareness of wellness.  1.5 Apply personal reflection on his/her own human growth and development.  1.6 Recognize self-awareness through the exploration of the elements of wellness.  1.7 Create personal goals for wellness and prepare to apply goal-setting techniques in the counseling field.	Readings are located in Blackboard	Plagiarism Statement	0	Wednesday August 21
				Portfolio Submission	0	
				FlipGrid Introduction & Responses	5	Thursday August 22
				Wellness Wheel	10	Sunday August 25



4	Module 4	<p>4.1 Explain foundational concepts associated with multiple intelligence theories.</p> <p>4.2 Classify various intelligences according to theories of development.</p> <p>4.3 Assess the level and nature of an intelligence in a real person.</p> <p>4.4 Formulate a justification for the assessment of intelligences by synthesizing knowledge of multiple intelligences, developmental theories, and the educational field.</p> <p>4.5 Identify educational implications associated with theories of multiple intelligence.</p> <p>4.6 Generate responses to peers' work that promote engaged discussions and resource sharing.</p>	Multiple Intelligences	10	Sunday September 15
5	Module 5	<p>5.1 Explain foundational concepts associated with behavioral development theories.</p> <p>5.2 Describe the research base associate with the nature versus nurture debate as related to behavioral development.</p>	Nature vs. Nurture		Sunday September 22

		<p>5.3 Identify educational implications associated with theories of behavioral development.</p> <p>5.4 Compare and contrast the information and research that support both sides of the nature versus nurture issue.</p> <p>5.5 Apply issues of behavioral development and the nature versus nurture debate to the educational setting.</p> <p>5.6 Formulate a research-based argument either for or against a chosen side.</p> <p>5.7 Work collaboratively as a member of a professional team.</p> <p>5.8 Assemble a professionally formatted product for use in the counseling role.</p>		<p>Part II: Group Member Evaluations</p>	<p>10</p> <p>5</p>	
6	Module 6	<p>6.1 Explain foundational concepts associated with human growth and development, including language development theories.</p> <p>6.2 Identify educational implications associated with theories of language development.</p> <p>6.3 Apply theories of human growth and development to personal development.</p> <p>6.4 Develop self-awareness and insight into dynamics that contribute to personal and professional growth.</p>		<p>Developmental Autobiography</p>	<p>15</p>	<p>Sunday September 29</p>

		<p>6.5 Become aware of personal wellness and identify how development contributes to wellness.</p> <p>6.6 Synthesize knowledge of human growth and development, education, and personal wellness to develop a professionally formatted composition.</p>			
7	Module 7	<p>7.1 Explain foundational concepts associated with motivational and ecological development theories.</p> <p>7.2 Identify educational implications associated with theories of motivational and ecological development.</p> <p>7.3 Analyze case study examples and connect them to applicable development theories.</p> <p>7.4 Evaluate the quality of existing case studies.</p> <p>7.5 Analyze professional sources to make connections to relevant developmental theories and concepts.</p> <p>7.6 Critique case study examples in a written composition supported by scholarly research / literature.</p>	Case Study Critiques	10	Sunday October 6
8	Module 8	<p>8.1 Identify influences on developmental changes throughout the lifespan. Illustrate developmental changes throughout the lifespan.</p>	Course Evaluation	0	Wednesday October 9

		<p>8.2 Predict developmental changes throughout the lifespan by applying knowledge of theories, concepts, and research in development.</p> <p>8.3 Summarize development theories.</p> <p>8.4 Design a product for professional use in the counseling role.</p> <p>8.5 Reflect on performance throughout the course.</p>		<p>Developmental Chart</p>	<p>8</p>	<p>Wednesday October 9</p>
				<p>Final Portfolio Submission</p>	<p>0</p>	<p>Wednesday October 9</p>

*Version Date: Approved for Fall 2019 Courses*