Fall 2011
EDFS 303: Human Growth and Development and the Educational Process

Meeting Time: Tuesdays 4-6:45pm
Meeting Place: Education Center (ECTR) 201
Instructor: C. Anne Gutshall, Ph.D
Office Location: 86 Wentworth #328
Telephone: 953-5892
E-mail: GutshallA@cofc.edu
Office Hours: Tuesdays, 10:00-12:00 & 1:30-2:30, Thursdays, 10:00-12:00 and by appointment


Course Description: The study of the general principals of lifelong human growth and development from conception through death as they relate to the educational and learning theories of physical, social, personality and cognitive development. (3 credit hours)

Course Objectives and School of Education, Council for Exceptional Children, South Carolina Standards and ISTE Standards Assessed:

1. Describe the value of human growth and development study and the implications of research in this field for educators (Standards I, VI, and VII)

2. Identify the basic feature of the study of lifelong human growth and development (Standards I, III and VII)

3. Discuss developmental patterns exhibited by differing economic, social, racial, ethnic and religious groups and discuss the implications of these differences for teaching students from diverse, multicultural backgrounds (Standard I)

4. Identify and discuss the unique learning and behavioral characteristics of persons with exceptionalities and of students who experience, witness and/or a part of bullying and harassment in schools (Standard I, SC 6, ISTE 4)

5. Describe the developmental stages of the following components of human growth and development, infancy through adulthood: language, cognitive, physical, social and emotional (Standard I)

6. Compare and contrast the assumptions and structures of psychological and sociological theories of human growth and development as they relate to teaching in the areas of language, cognition, emotion, socialization and physical development of students from diverse backgrounds (Standard I)

7. Explain the impact of effective and ineffective teaching on the language, cognitive,
emotional, social and physical growth of students with various learning styles (Standard I, ISTE 1)

8. Identify and evaluate specific learning experiences for students based on teaching/learning theories which facilitate optimal language, cognitive, physical, emotional and social growth of all students (Standard I, ISTE 1)

9. Develop guidelines for applying teaching/learning theories in classrooms which focus on the development of optimal language, cognitive, physical, social and emotional growth of all students (Standards I, VI and VII)

10. Describe family systems and the role of families in abuse, neglect, death, divorce, substance abuse and other stressors that can have implications for human growth and the learning process (Standard I)

11. Describe how the family, individual development and educational processes impact career choices across the life span (Standard I, SC 4)

12. Identify and use resources including the family, library, and community and technology that can assist in planning and implementing instructional strategies that address issues of life span development (Standards I and VII)

**Major Topics:**
- Cognitive Theory
- Psychoanalytic Theory
- Behaviorism
- Sociocultural Theory
- Genetic and Prenatal Development
- Developmental Neuroscience
- Infant Development
- Toddler Development
- Preschool Development
- Middle Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- Death and Dying

**Grading Scale:**
- A  93-100%
- A-  91-92%
- B+  89-90%
- B  86-88%
- B-  84-85%
- C+  82-83%
- C  79-81%
- C-  77-78%
- D+  75-76%
- D  72-74%
- D-  70-71%
- F   0-69%
Assessment and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>5 Quizzes (20 points each)</td>
<td>100</td>
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<tr>
<td>Diversity Journal Article Summary</td>
<td>50</td>
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<tr>
<td>Group presentation- PSA</td>
<td>50</td>
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<tr>
<td>Daily Attendance (4 points per class)</td>
<td>56</td>
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<tr>
<td>Research Paper</td>
<td>100</td>
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<tr>
<td>10 Dear Abby Reflective Group Activities (5 points each)</td>
<td>50</td>
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<tr>
<td>Field Observation log</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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TOTAL POINTS=556

Description of Assignments:

1. **Quizzes**: Students will demonstrate understanding and competence with the material presented in the textbook and in classroom lectures, discussions and activities by completing five quizzes. Each quiz may include short answer and essay questions.

2. **Diversity Journal Article Summary**: Students will have one research based article to read and summarize. The article will be given to you. A short (between one and two pages) typed summary of the research and its application to human growth and development will be submitted.

3. **Public Service Announcement (PSA)**: Students will work in groups to present a brief (2 to 3 minute) public service announcement on a topic related to the course content. Students may present their PSA “live” or prepare a video to show to the class. All groups will research their topic and provide for the instructor a typed transcript of their PSA. Students must also include references. Topics and groups will be assigned on the first day of class.

4. **Daily Attendance**: Students are expected to attend each class unless an emergency arises. Students are expected to have read all assigned reading and be prepared to participate in group discussions and activities.

5. **Research Paper**: Student will select a research topic in the area of human growth and development that relates to education in the preschool through grade 12 settings. Students should seek the permission of the instructor prior to beginning the project. A minimum of 5 sources will be used. Resources may include: books, articles, and on line
sources. No less than three research articles from scholarly journals may be used. The paper will be typed in APA format.

6. **Dear Abby Reflective Group Work** - As a means of applying our learning to real life scenarios, the class will work in groups to thoughtfully respond to “Dear Abby” questions dealing with child development, families, schools etc. Groups will work together using their growing expertise to craft helpful and reasonable responses and present to the class.

7. **Field Observation Log** - Students will be asked to observe and reflect on a series of questions throughout their field placement. Students will reflect and answer the questions over ten separate observations. At the end of the semester all 25 hours must be documented and signed by the supervising teacher.

8. **Final Exam**: Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presents. The final exam may include: short answer and essay.

Notes:

*If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel encouraged to come and discuss this with me during my office hours or after class.*

*All students are expected to follow the College of Charleston Honor Code which can be found in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).*

*This section of Human Growth and Development is reserved for secondary education majors ONLY. In conjunction with the course, students will complete a practicum that includes 25 field observation hours. Field placements will be facilitated through the School of Education. Satisfactory completion of the field hours is mandatory. Failure to complete the hours will result in failure of the class.*
### Class Schedule and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Readings, Assignments (all articles are posted on Oaks)</th>
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</thead>
</table>
| 1. August 23 | Syllabus, course expectations, assignment of groups, Introductions to the study of Development and overview of theorists | -Chapter 1  
Note your group PSA project due date |
| 2. August 30 | Genetics and Prenatal Development, Birth and the Newborn | -Chapters 2 and 3 |
| 3. September 6 | Physical Development of Infants | Quiz chapts 1-3  
-Chapter 4  
PSA #1 due |
| 4. September 13 | Cognitive Development of Infants | -Chapter 5  
-Zimmerman et al, 2007  
Diversity Journal Article Due  
PSA #2 due |
| 5. September 20 | Social and Personality Development of Infants | -Chapter 6  
PSA #3 due |
| 6. September 27 | Physical and Cognitive Development of Preschool, technology and preschool development | Quiz Chapts 4-6  
-Chapter 7  
-Healy, 2004  
PSA #4 due |
| 7. October 4 | Social and Personality Development in Preschool | -Chapter 8  
PSA #5 due |
| 8. October 11 | Physical and Cognitive Development in Middle Childhood, impact of technology on development | -Chapter 9  
-Vygotsky, 1978  
PSA #6 due |
| . October 18 | Fall break – NO CLASS | |
| 9. October 25 | Social and Personality Development in Middle Childhood | -Chapter 10  
-Stolzer, 2007  
-Parents and Johnston, 2009  
PSA #7 due |
| 10. November 1 | Physical and Cognitive Development of Adolescents | Quiz 3- chapts 7-10  
-Chapter 11  
-Okeefe and Clark-Pearson, 2011  
PSA #8 due |
| 11. November 8 | Social and Personality Development of Adolescents | -Chapter 12  
-SC Bullying Law  
-PSA #9 due |
| 12. November 15 | Physical and Cognitive Development in Young Adulthood Social and Personality Development in Young Adulthood | Quiz chapts 11 and 12  
-Chapter 13 and 14  
PAPER DUE |
| 13. November 22 | Development in Middle Adulthood and Old Age | Chapter 15, 16, 17 and 18  
Quiz chapts 13-16 |
FIELD LOG with SIGNATURES DUE |

**Tentative Final Exam Date:** Tuesday 12/13/11
Grading Rubrics and Checklists

Assignment: Daily Attendance

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>____/56</td>
<td>Attendance</td>
<td>Student is absent without a legitimate excuse (0 points)</td>
<td>Student is present or has legitimate excuse (4 points)</td>
</tr>
</tbody>
</table>

Assignment: Diversity Journal Article Summary

_____/15- Student clearly summarizes method and results of the research

_____/15 Student is able to convey the implications of the results to the classroom

_____/10 Student reflects on the findings with regard to language diversity in schools

_____/10 Paper is well written, free of errors and in APA style including a proper citation

_____/50 Points total

Assignment: Public Service Announcement

_____/ 15 Students accurately prepare and submit a typed transcript of their PSA including at least 3 references, one of which is not a internet source.

_____/20 Students accurately inform the public on the research based facts of their assigned topic

_____/15 Students work well together and its seems as if everyone has participated fully

_____/50 points total
Assignment: Research Paper

10 /10 There is a clearly identified topic that is relevant to material in our course
10 /10 The paper has an introduction, a middle, a conclusion and the organization is clear
10 /10 There is a clear link between the topic and the classroom or the field of education
10 /10 The paper is written using technical language, 3rd person
10 /10 There are at least 5 high quality references and 3 peer reviewed articles
10 /10 The paper is written using correct APA style, especially citations within the paper.
10 /10 There is an APA style title page and references
10 /10 The paper is without grammatical, spelling or typographical errors
10 /10 The paper is well written and indicative of college level work
10 /10 The paper is submitted in OAKS on time
100 points total

Assignment: Dear Abby Reflective Group Work

5 /5 group response reflects learning, care and thought

Total = 5 points per week x 10 weeks (50 points)

Assignment: Field Observation Log

30 points - Student thoughtfully and completely responds to all guided prompts

20 points - student completes 25 hours of observation and has documentation signed by supervising teacher by November 29, 2011

50 points total
Please note: The following professional behaviors and dispositions are expected in our classroom.

**EHHP Professional Behaviors and Dispositions**

- WE believe that all children can learn
- WE value and respect individual differences
- WE value respectful human interactions
- WE exhibit and encourage intellectual curiosity, enthusiasm about learning and a willingness to learn new ideas
- WE are committed to inquiry, reflection and self-assessment
- WE value collaborative and cooperative work
- WE are sensitive to community and cultural contexts
- WE engage in fair, responsible and ethical practice

I look forward to an exciting and rewarding semester!!!!
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Group Members</th>
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<tbody>
<tr>
<td>Sept 5</td>
<td>1. Alcohol and Pregnancy</td>
<td>1</td>
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<td>Sept 12</td>
<td>2. Free Play versus structured play for preschool kids</td>
<td>1</td>
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<td>Sept 19</td>
<td>3. Implications of Childhood Obesity</td>
<td>1</td>
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<td>September 26</td>
<td>4. Pros and cons of violent video games for kids</td>
<td>1</td>
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<td>2</td>
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<td>October 3</td>
<td>5. Sleep in teens: what parents need to know</td>
<td>1</td>
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<td>2</td>
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<td>October 10</td>
<td>6. Cyberbullying: Facts for parents</td>
<td>1</td>
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<td>October 24</td>
<td>7. Teen Pregnancy: what teens need to know or what parents need to know</td>
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<td>October 31</td>
<td>8. Why teen brains are more vulnerable to alcohol</td>
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<td>November 8</td>
<td>9. Teens and Technology</td>
<td>1</td>
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Field Observation Log: Guided Questions

1. Observe your classroom. Tell me: where are you? What type of class is it? How many students? How many boys, girls? What is the racial makeup of the classroom? Is the teacher male or female? Describe the overall feeling of the classroom? Did you feel welcome? Why or why not? Tell me anything else that stands out to you.

2. What’s going on? What are the students being asked to do? How are they informed of what they need to do? Keep track of what the students are asked to do every 5 minutes. (ie. Listen attentively, read in book, work with partner) Keep a log. Reflect: was there enough going on? Were the assignments appropriate? Did they keep the students engaged? How could you tell? Was there down time? Was there enough down time, too much? Did the students typically respond to the teacher’s instructions? What types of technology are available to the teacher and students? What else did you note?

3. Pick one student to focus on today. Describe them in detail to me. Tell me about their physical development and appearance. Did their social, physical, language and cognitive development appear to be even? How can you tell? Does the student’s development stand out from his or her peers in any way? How does the teacher interact with this student? Why did you feel drawn to choose this student? Summarize whether or not you feel this student is a “typical high school kid”. Tell me why.

4. Choose a completely different student to focus on. Follow the prompts listed in number 3 for this student.

5. Compare and contrast the development and classroom presentations of the two different students you chose to observe closely in prompts 3 and 4. What stands out to you? How might the classroom teacher need to flex and relate differently which each student? How might relationship and instructional strategies need to vary for the two students? Comment on how the two students might be in the same class but experiencing something completely different.

6. Imagine one of our theorists, Piaget, Vygotsky, Freud, or the “Information Processing Folks” sitting with you during your observation. Choose one theorist and write a brief observation from their viewpoint detailing the areas in which development or learning is proceeding in conjunction with his or her theoretical framework.
7. We’ve been learning about Diana Baumrind’s types of parenting: Permissive, Indifferent, Authoritarian and Authoritative. Remember these parenting types of reflective of variations of both warmth and control. If you had to categorize the classroom teacher as one of the four, which style would be the closest? Tell me why. Finally, imagine you are the teacher, what type of parenting would most closely match your teaching style and why?

8. Teen brains are works in progress. Watch for examples of developing pre-frontal cortexes. Tell me about any instances you observe such as poor planning, poor organization skills, amygdala hi-jacks, testosterone surges, hormonal swings, imaginary audiences, personal fables. How did the teacher handle these events? What can you learn from these observations?

9. Your teacher has been an example of high school instruction and classroom experiences. Tell me what you liked about how the teacher conducted themselves and their classroom. Tell me what you thought could be improved? What have you learned from watching your teacher?

10. You’ve spent time observing in a high school setting. Reflect on the semester and how the experience has impacted you. How has the experience influenced your thinking regarding your future career path? Finally, what is the best “fact” about adolescent development that you will always remember?
Name __________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival Time</th>
<th>Departure Time</th>
<th>Total Cumulative Hours</th>
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I certify that ____________________________, a student at the College of Charleston, has observed my class for 25 hours.

Supervising Teacher Name                                            School                             Date

I certify that I all information provided is an accurate portrayal of my time spent in the field observation.

Student                                                                 Date