EDFS 303: Human Growth and the Educational Process

Meeting Time and Place: Education Center Room 212, 4:00- 6:45 PM, Mondays
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Office Hours: by appointment

Note: Candidates who have received credit for PSYC 311 prior to beginning a teacher education program should not take EDFS 303 (credit will not be awarded)

COURSE DESCRIPTION:
This course provides an introduction to the general principles of lifetime human growth and development and their relationship to the educational process. An emphasis will be placed on physical, social, intellectual and emotional development and their interaction with educational variables.

COURSE TEXT:

COURSE OBJECTIVES:
Upon successful completion of this course, the student should be able to:

1. describe the value of study of human growth and development and the implication of research in this field for education (Standards 1, 6 and 7);
2. identify the basic features of the study of lifelong human growth and development (Standards 1, 3 and 7);
3. discuss developmental patterns exhibited by differing economic, social, racial, ethnic, and religious groups and discuss the implication of these differences for teaching students from diverse, multicultural backgrounds (Standard 1);
4. identify and discuss the unique learning and behavioral characteristics of people with exceptionalities (Standard 1);
5. describe the developmental stages of the following components of human growth and development, infancy through adulthood (Standard 1);
6. compare and contrast the assumptions and structures of psychological and sociological theories of human growth and development as they relate teaching to the areas of language, cognitive, emotional, social and physical development of students from diverse backgrounds (Standard 1);
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 1);
8. identify and evaluate specific learning experiences for students based on teaching/learning theories which will facilitate optimal language, cognitive, physical, emotional, and social growth of all students (Standard 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 students (Standards 1, 2, 3, 4, 5, 6, and 7);
10. identify stressors and influences such as abuse, neglect, death, divorce and substance abuse that can have implications for human growth and the learning process (Standard 1);
11. describe career education components and identify the selection of specific careers as related to human growth concepts over the life span (Standard 1); and
12. identify and use resources, including the library, the community and internet that assist in planning and implementing instructional strategies that address issues of life span development (Standard 1 and 7).

PROCEDURES:
Content, strategies and experiences designed to assist the students in their achievement of the course objectives will be structured according to the principles of action set forth in the School of Education Mission Statement and reflected in the Teaching and Learning Standards. Major topics for the course include the following:

1. The study of human development: Implications of research and theories of learning.
2. Human development: Comparison and contrast
   Biological ............... Anthropological
   Psychological ............ Sociological
3. Human development and the educational process:
   Domains: Physical Development
   Cognitive Development
   Language Development
   Emotional Development
   Social Development
   Stages: Birth and Infancy 0-2
   Early Childhood 2-6
   Later Childhood 7-12
   Adolescence 13-19
   Early Adulthood 20's and 30's
   Middle Adulthood 40's and 50's
   Later Adulthood 60's and beyond
   Death and Dying

COURSE REQUIREMENTS:
1. Chapter Presentation: Students will select a chapter segment and present their findings to the class.
   a. Students are encouraged to talk with the instructor to go over information to be covered and will be given help with ideas. Student presentations should take at least 45 minutes.
   b. Include handouts and visuals.
2. Professional disposition: Students are expected to act as a professional educator.
   You should be on time to class and have your assignments completed on time. You should respect other people and cultures. You are expected to read the chapters to be discussed before coming to class. You are expected to contribute to each class session with comments that will inform and encourage additional discussion and critical thinking. You are responsible for your own level of learning. Students will also be expected to give constructive feedback to peers. Points will be given for completing
assignments on time, honesty, attendance, and professional feedback with your peers.

Students are expected to follow the College of Charleston Honor System.

3. Research Paper: Each student will write a 6-8 page research paper. This paper will:
   a. Include information from at least five referenced journals.
   b. Be written using the APA style of writing.
   c. Include a cover and a reference page.

The following are some suggestions for the Research Paper:

Achievement/motivation Depression
Child Abuse/Neglect Drug Abuse/Alcoholism
Death/Hospice Divorce
ADD/ADHD Malnutrition
Alcoholism Sleep disorders
Bilingualism Stress
Discipline Gangs
Delinquency Inherited disorders
Dropouts Learning Styles
Autism Play/play therapy
Birth order Physical Disabilities
At-Risk Students Self-esteem
Suicide Schizophrenia
Families Television
Gender Roles Euthanasia
Intelligence Friendship/peers
Language Development Handedness
Midlife Crisis Learning Disabilities

5. Reflections: Two reflections will be written to be included in your portfolio.
   A. Briefly reflect on the use of technology and child development. Give specific examples of when kids should start using certain types of technology and why based on your understanding of how kids develop.
   B. Briefly reflect on diversity and child development. Tell how social/emotional development, cognitive development and physical development might be impacted by diversity (i.e. Gender, race, language, socioeconomic status, etc.)

6. Quizzes: Quizzes will be given each week after chapter presentations. There will be a minimum of ten quizzes. Your highest 8 quiz grades will be used for points. They will be approximately 10 multiple choice or true/false questions on each quiz.

7. Final Exam: The exam will be short answer and essay.

Grading:

Chapter presentation 60
Professional Dispositions 40
Research Paper/presentation 80
Reflections 40
Quizzes 80
Final Exam 100

This is a total of 400 points. To determine your grade you can add your points and divide by 4.

Class Schedule and Assignments

Week of 8/29 Introductions and course requirements
Chapter 1: Introduction to the study of Development
Week of 9/5
Chapter 2: Genetics and Prenatal Development
Chapter 3: Birth and the Newborn Infant
Week of 9/12
Chapter 4: Physical Devel. in Infancy

Week of 9/19
Chapter 5: Cognitive Develop. In Infancy
(Reflection Due)

Week of 9/26
Chapter 6: Social and Personality in Infancy

Week of 10/3
Chapter 7: Physical and Cognitive Devel. in Preschool

Week of 10/10
Chapter 8: Social and Personality Devel. in Preschool
Week of 10/17 no class

Chapter 9: Physical and Cognitive Devel. in Middle Child
Week of 10/24
(S.C. Bullying Law)

Chapter 10: Social and Personality Devel. in Middle Child
(Reflection Due)

Week of 10/31
Chapter 11: Phys. and Cog. Devel. in Adolescence

Week of 11/7
Chapter 12: Social and Personality Devel. in Adolescence
Week of 11/14
Chapters 13 and 14: Young Adulthood
(Research Paper Due)

Week of 11/21
Chapters 15 and 16: Middle Adult
Chapters 17 and 18: Late Adulthood
Week of 11/28
Chapter 19: Death and Dying
Week of 12/5
Review for Final