Spring 2013  
**EDFS 303: Human Growth and Development and the Educational Process**

*Meeting Time:* Mondays and Wednesdays 2:45-4:00  
*Meeting Place:* Education Center (ECTR) 212  
*Instructor:* C. Anne Gutshall, Ph.D  
*Office Location:* 86 Wentworth #328  
*Telephone:* 953-5892  
*E-mail:* GutshallA@cofc.edu  
*Office Hours:* Mondays and Wednesdays 12:00-2:30 and by appointment

**Textbook**  

**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 Toddler Development
Psychoanalytic Theory Early Childhood Development
Behaviorism Middle Childhood
Sociocultural Theory Adolescence
Genetic and Prenatal Development Early Adulthood
Developmental Neuroscience Middle Adulthood
Infant Development Late Adulthood
Bullying Death and Dying/ Grief and Loss
Technology and Youth

Grading Scale:
A  93-100%  D+  75-76%
A-  91-92%  D  72-74%
B+  89-90%  D-  70-71%
B  86-88%  F  0-69%
B-  84-85%
C+ 82-83%
C  79-81%
C-  77-78%
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 (2 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>5 Discussion Board Reflections/Observation Journal Questions (10 points each)</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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**TOTAL POINTS=506**

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 multiple choice, 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 online sources. No less than three research articles from scholarly journals may be used. The paper will be typed in APA format.

7. Discussion Posts/Field Observation Prompts- Students will be expected to reflect on classroom topics and questions posed by the instructor as well as to reflect on guided observations noted in field classes via the OAKS discussion board feature. Discussion posts due dates are noted on the class schedule.

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.

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
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Readings, Assignments (all articles are posted on Oaks)</th>
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</table>
| January 7             | Syllabus, course expectations, assignment of groups, Introductions to the study of Development | -Chapter 1  
Note your group PSA project due date  
Blake and van Sickle, 2001 |
| January 14            | Genetics and Prenatal Development,                                       | -Chapter 2  
Discussion Post 1 due |
| January 21 (NO class Mon, MLK) | Birth and Newborn                                                        | Chap 3  
PSA #1 due wed |
| January 28            | Physical Development of Infants Cognitive Development of Infants         | -QUIZ 1 (chaps 1-3)  
Chapter 4 and 5  
Zimmerman et al, 2007  
Diversity Journal Article Due  
Discussion Post 2 due  
PSA #2 due wed |
| February 4            | Social and Personality Development of Infants                           | -Chapter 6  
Healy, 2004  
PSA #3 due wed |
| February 11           | Physical and Cognitive Development of Preschool, technology and preschool kids | Quiz Chaps 4-6  
Chapter 7  
Casey et al, 2011  
PSA #4 due wed |
| February 18 (NO FORMAL CLASS WED) | Social and Personality Development in Preschool                        | -Chapter 8  
Gershoff, 2007  
PSA #5 due mon |
| February 25           | Physical and Cognitive Development in Middle Childhood                   | -Chapter 9  
Bronson, 2010  
Discussion Post 3 due  
PSA #6 due wed |
| Mar 4-March 8th       | NO CLASS                                                                | SPRING BREAK |
| March 11              | Physical and Cognitive Development in Middle Childhood                   | -Chapter 9  
Safe Climate Act  
PSA #7 due wed |
| March 18              | Social and Personality Development in Middle Childhood                   | -Chapter 10  
-Stolzer, 2007  
-Parents and Johnston, 2009  
Discussion Post 4 due  
PSA #8 due wed |
| March 25              | Physical and Cognitive Development of Adolescents, technology and teens | Quiz 3-chaps 7-10  
-Chapter 11  
-PSA #9 due wed |
| April 1               | Social and Personality Development of Adolescents                        | -Chapter 12  
Funk et al, 2009  
Discussion Post 5 due  
PSA #10 due wed |
| April 8               | Physical and Cognitive Development in Young Adulthood Social and Personality Development in Young Adulthood | Quiz chaps 11 and 12  
-Chapter 13 and 14  
PAPER DUE |
| April 15              | Development in Middle Adulthood and Old Age                              | Chapter 15, 16, 17 and 18  
Quiz chaps 13-16 |
| April 22              | Death and Dying, Grief in Children, Final Review                         | Chapter 19 |

Tentative Final Exam Date: Monday April 29th
Grading Rubrics and Checklists

Assignment: Daily Attendance

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<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
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<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 (2 points)</td>
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Assignment: Diversity Journal Article Summary

_____/15 - Student clearly summarizes method and results of the research
_____/15 Students 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 an 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 There is a clearly identified topic that is relevant to material in our course. The topic is clearly linked to the classroom…ie what is the takeaway for teachers?

_____ /10 The paper has an introduction, a middle, a conclusion and the organization is clear.

_____ /20 The paper demonstrates that the student has read, understood and synthesized information on a specific topic from a variety of high quality sources in a novel manner.

_____ /5 The paper is written using technical language, 3rd person.

_____ /10 There are at least 5 high quality references and 3 peer reviewed articles.

_____ /10 The paper is written using correct APA style, especially citations within the paper.

_____ /10 There is a correct APA style title page and reference page.

_____ /10 The paper is without grammatical, spelling or typographical errors.

_____ /10 The paper is well written and indicative of college level work.

_____ /5 The paper is submitted in OAKS on time.

___________ /100 points total

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**Assignment: Discussion Posts**

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<tr>
<th></th>
<th>Student posts a thoughtful response on time (10 points per post, 50 points total)</th>
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<tbody>
<tr>
<td>Post 1</td>
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<td>Post 2</td>
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<td>Post 4</td>
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<td>Post 5</td>
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<tr>
<td>Due</td>
<td>Topic</td>
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<tr>
<td>1-23-13</td>
<td>1. Alcohol and Pregnancy</td>
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<tr>
<td>1-30-13</td>
<td>2. Play and young children</td>
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<tr>
<td>2-6-13</td>
<td>3. Television viewing and young children</td>
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<td>2-13-13</td>
<td>4. Childhood Obesity</td>
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<td>2-18-13</td>
<td>5. Violent video games and kids</td>
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<td>2-27-13</td>
<td>6. Parenting types: which is the best one?</td>
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<td>3-13-13</td>
<td>7. Sleep in kids: What parents need to know</td>
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<td>3-20-13</td>
<td>8. Bullying</td>
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<tr>
<td>3-27-13</td>
<td>9. Teen brains and alcohol</td>
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<td>4-3-13</td>
<td>10. Teen Pregnancy</td>
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