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

Meeting Time: Monday, Wednesday, Friday 9:00-9:50  
Meeting Place: Education Center (ECTR) 212  
Instructor: Anne Gutshall, Ph.D.  
Office Location: 86 Wentworth #328  
Telephone: 953-5892  
E-mail: GutshallA@cofc.edu  
Office Hours: Monday & Wednesday-12:00-2:30 or anytime 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 and Council for Exceptional Children 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 (Standard I)  

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)

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)

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)

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
- Epigenic Theory
- 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%

_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._
Assessment and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Quizzes (20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Journal Article Summary</td>
<td>50</td>
</tr>
<tr>
<td>Book Review Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Daily Class Participation and Attendance (2 pts per day)</td>
<td>84</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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</tbody>
</table>

TOTAL POINTS=509

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.

2. **Diversity Journal Article Summary**: Students will have one research based article to read and summarize. The article has been chosen for you. A short (between one and two pages) typed summary of the research, including the correct citation of the article, and its application to human growth and development and the classroom will be submitted. Students will need to describe how the article relates to linguistic diversity in the classroom.

3. **Book Oral Presentation**: Students will work in groups to read and present an oral summary of one book to the class. Students will sign up for the book and presentation date on the first day of class. Books will be selected from a list of books related to the course that have been chosen by the instructor.

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

6. **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.

7. Research Paper Presentation: Students will formally share their research paper topic and findings with their classmates.

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 free to come and discuss this with me during my office hours.

Class Schedule and Assignments

Week of 1/10  Introductions and course requirements  
Chapter 1: Introduction to the study of Development

Week of 1/17  No Classes 1/17-Martin Luther King Holiday  
Chapter 2: Genetics and Prenatal Development

Week of 1/24  Chapter 2: Genetics and Prenatal Development  
Chapter 3: Birth and the Newborn Infant

Week of 1/31  Quiz #1- chapters 1, 2, and 3  
Chapter 4: Physical Devel. in Infancy

Week of 2/7  Chapter 5: Cognitive Develop. In Infancy  
(Journal Summary due 2/9)

Week of 2/14  NO CLASS MONDAY 2/14 (on line assignment)  
Chapter 6: Social and Personality in Infancy

Week of 2/21  (Quiz #2- chapters 4, 5, and 6)  
Chapter 7: Physical and Cognitive Devel. In Preschool

Week of 2/28  Chapter 8: Social and Personality Devel. in Preschool

Week of 3/7  NO Classes-Spring Break

Week of 3/14  Chapter 9: Physical and Cognitive Devel. in Middle Child

Week of 3/21  Chapter 10: Social and Personality Devel. in Middle Child

Week of 3/28  Quiz #3 chapters 7, 8, 9, and 10  
Chapter 11: Phys. and Cog. Devel. in Adolescence
Week of 4/4  Chapter 12: Social and Personality Devel. In Adolescence

Week of 4/11  Quiz # 4 chapters 11 and 12
  Chapters 13 and 14: Young Adulthood

Week of 4/18  Research Paper Due 4/18
  Chapters 15 and 16- Middle Adult
  Quiz #5 chapters 13, 14, 15 and 16
  Chapters 17 and 18: Late Adulthood

Mon 4/25  Chapter 19: Death and Dying
  Review for Final Exam

TENTATIVE FINAL EXAM:  May 2, 2011
Name:________________________________

Assignment: Daily Class Participation and Attendance

Total Points: ____/ (2 points daily )

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>____/1</td>
<td>Attendance</td>
<td>Student is absent without a valid ex (0 point)</td>
<td>Student is present or has an absence memo (1- point)</td>
</tr>
<tr>
<td>____/1</td>
<td>Participation</td>
<td>Student may not have demonstrated knowledge of content and or participated in group discussions in a professional manner (0 point)</td>
<td>Student demonstrated knowledge of content and was an active participation in class discussions (1 point)</td>
</tr>
</tbody>
</table>
NAME:________________________

Assignment: Journal Article Summary

Total Points:_______/50

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>__/10</td>
<td>APA style</td>
<td>Paper is not in APA style or has multiple errors (0-6)</td>
<td>Paper is in APA style and has minimal errors (7-8)</td>
<td>Paper is in APA style with no errors (9-10)</td>
</tr>
<tr>
<td>__/40</td>
<td>Article Summary</td>
<td>Article summary may not provide the reader with a clear summary and analysis of the information provided. In addition, the Discussion section may not clearly relate the research findings to the field of human development. APA reference is missing (0-30)</td>
<td>Article summary provides the reader with a summary and analysis of the information. The writer may not have completely established a connection between the article and human growth and development. APA reference is missing or incomplete (31-36)</td>
<td>Article summary provides the reader with a clear summary and analysis of the information provided. The paper clearly relates its topic to human development and to the field of education. APA reference is included and is correct (37-40)</td>
</tr>
</tbody>
</table>
NAME:_______________________________________

ASSIGNMENT:  Research Paper

Total Points:_____/100

<table>
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<th>Exemplary</th>
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<tbody>
<tr>
<td>___/20</td>
<td>Sources of Information</td>
<td>Less than three sources may be used or less than three scholarly journals may have been used or the sources of information are not clearly relevant to the overall topic (0-14)</td>
<td>At least three sources are used and three of the five sources are from scholarly journals. (15-17)</td>
<td>Five or more sources are used including three scholarly journal articles. Each of the references clearly related to the topic. (18-20)</td>
</tr>
<tr>
<td>/10</td>
<td>Writing style and mechanics</td>
<td>Writing style is weak on mechanics, difficult to follow, uses informal writing including over usage of first person or slang (0-7)</td>
<td>Writing style is fluent, easy to read and demonstrates good technical writing. (8-9)</td>
<td>Writing style is professional, flows well and clearly typifies high quality technical writing (10)</td>
</tr>
<tr>
<td>___/60</td>
<td>Research Paper</td>
<td>Research may not provide clear summary and analysis of topic. Paper may not draw a clear connection between the topic and the educational setting. (0-47)</td>
<td>Research Paper provides a clear summary and analysis of the topic and draws a connection between the topic and the educational setting (48-55)</td>
<td>Paper provides a clear summary and analysis of the topic. The connection between the topic and the relevance to the educational setting is clearly drawn and explained 56-60)</td>
</tr>
<tr>
<td>___/10</td>
<td>APA Style</td>
<td>Paper is in APA style with multiple errors. (0-7)</td>
<td>Paper is in APA style with minimal style errors (8-9)</td>
<td>Paper is in APA style with no errors (10)</td>
</tr>
</tbody>
</table>
NAME:__________________________________

BOOK REVIEW PRESENTATION

_____50 POINTS

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____/40</td>
<td>Summary</td>
<td>Students fail to convey the main idea of the book, the author’s strengths,</td>
<td>Students clearly and articulately summarize and convey the main idea of the book, the strengths of the book and how the book relates to future educators (23-40)</td>
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<tr>
<td></td>
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<td>weaknesses and /or how the book topic and information is relevant to future</td>
<td></td>
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<td></td>
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<td>educators (0-22)</td>
<td></td>
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<tr>
<td>_____/10</td>
<td>Length</td>
<td>Presentation is less than 10 minutes or more than 15 minutes (0-7)</td>
<td>Presentation is 10-15 minutes in length (8-10)</td>
</tr>
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### Research Paper Presentation

Name_______________________________

_______ 25 points

<table>
<thead>
<tr>
<th>Points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>_____/25</td>
<td>Quality of Summary</td>
<td>Student fails to articulate clearly the nature of the topic chosen and/or fails to share specific research findings and/or does not draw a connection between their topic and the field of education (0-19)</td>
<td>Student clearly describes the content of their research paper. Student uses specific research findings and clearly draws a connection between their topic and the field of education (20-25)</td>
</tr>
</tbody>
</table>
Schedule for Book Reviews:

Week of 1/31- The Price of Privilege by Madeline Levine (2006)
1.__________________ 2_____________________

Week of 2/7- Nurture the Nature by Michael Gurian (2007)
1.______________________ 2.__________________________

Week of 2/14- Einstein Never Used Flash Cards by Kathy Hirsch Pasek (2003)
1.____________________ 2.________________________

Week of 2/21- Spark by John Ratey (2008)
1.____________________ 2.________________________

Week of 2/28- Nurtureshock by Po Bronson (2009)
1.____________________ 2.________________________

1.____________________ 2.________________________

Week of 3/21- Free range Kids by Lenore Skenazy (2009)
1.____________________ 2._______________________ 3.____________________