College of Charleston  
EDFS 303: Human Growth and the Educational Process  
Spring 2011
Meeting Time and Place: Education Center Room 212, 4:00-6:45, Tuesdays  
Instructors Name: Dr. Merle Tamsberg, College of Ed. Office 226  
Home phone/Cell/Email: 953-8075 (office), 270-2670 (cell), tamsbergm@cofc.edu  
Office Hours: Mondays and Tuesdays 1:30-4:00

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 lifeline 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. Each student will:
   a. Write his/her name in the instructor’s syllabus in the space provided.
   b. Students are encouraged to make an appointment with the instructor to go over
information to be covered and will be given help with ideas. Student presentations
should take 30 minutes.
   c. Include handouts and visuals.
   d. Include a lesson plan with goals, objectives and planned activities (students will be
given a template and help with creating a lesson plan).
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
- Intelligencen
- Friendship/peers
- Language Development
- Handedness
- Midlife Crisis
- Learning Disabilities

5. **Early Childhood Observation:** Students are to spend four, 45 minute sessions observing 3, 4 or 5 year olds at ECDC. They are to reflect upon what they have read in the text book and learned in class about this age group. They are then to write a reflection paper and compare what they learned from the class and what they saw when observing the children. Students are to first describe the setting and the children and then address the following: describe in detail exactly what the student did not what they did not do, describe behavior, describe actions and relationships to their surroundings. When summarizing your observations include your opinion, reflect upon what you have learned in class and what you observed at ECDC. Each student will present their observations in small groups.
6. **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.)

7. **Practicum**: Students will be assigned a supervising teacher at a local high school. A minimum of 25 hours in that classroom must be logged. The supervising teacher must sign the log. You will complete a summary of your observations.

8. **Final Exam**: The exam will be a True/False and Multiple-choice on line. Case studies will be given in class as part of the exam on the last night of class.

9. **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. Quizzes will be taken on line.

**Grading:**

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<tr>
<th>Component</th>
<th>Points</th>
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<td>Chapter presentation</td>
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<td>Professional Dispositions</td>
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<tr>
<td>Research Paper</td>
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<td>Early Childhood Observations</td>
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<td>Reflections</td>
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<td>Quizzes</td>
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<td>Final Exam</td>
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This is a total of 400 points. To determine your grade you can add your points and divide by 400. See School of Education Policy Sheet for grade distribution.
SCHEDULE:

January 11
- Syllabus review
- Personal Poster and Time line
- Sign up for ECDC observations

January 18
- Lesson plan format, Discussion of Chapter Presentation
- Rubric Review for Research Paper
- How to observe 3-5 year olds
- Sign-up for Research Paper
- Sign-up for Chapter Presentation Assignments

January 25
- Chapter 1: Beginnings

February 1
- Chapter 3: Birth and Newborn Infant
- Presentation

February 8
- Chapter 5: Cognitive Development in Infancy
- Presentation

February 15
- Chapter 7: Physical and Cognitive Development in Preschool Years
- Presentation

February 22
- Chapter 9: Physical and Cognitive Development in Middle Childhood
- Presentation

Summary of ECDC observations due
March 1  Research Paper Due
Midterm Quiz

March 15  Chapter 11: Physical and Cognitive Development in Adolescence
Presentation ________________________________

March 22  Chapter 12: Social and Personality Development in Adolescence
Presentation ________________________________

March 29  Chapter 13: Physical and Cognitive Development in Early Adulthood
Presentation ________________________________

Chapter 14: Social and Personality Development in Early Adulthood
Presentation ________________________________

Reflections Due

April 5  Chapter 15: Physical and Cognitive Development in Middle Adulthood
Presentation ________________________________

Chapter 16: Social and Personality Development in Middle Adulthood
Presentation ________________________________

April 12  Chapter 17: Physical and Cognitive Development in Later Adulthood
Presentation ________________________________

Chapter 18: Social and Personality Development in Later Adulthood
Presentation ________________________________

April 19  Chapter 19: Endings and Dying
Case Studies as part of Final Exam

Final Exam (On line)