Instructor Information:

Instructor: Dr. Keonya Booker  
Email: bookerkc@cofc.edu  
Phone: 843-953-1987  
Office: 86 Wentworth; Room 316  
Office Hours: Tuesday, 2:00-4:00 p.m.; Wednesday, 6:00-7:00 p.m.

Course Information:

Meeting Time: Tuesday; 4:00 p.m. – 6:45 p.m.  
Meeting Place: Education Center; 212

Welcome to Human Growth and Development! This course connects practical application with the use of theoretical information for instructional, clinical, and programming decisions throughout the lifespan. I am looking forward to a wonderful session.

Course Description:

The study of the general principles 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. Evaluate the implications of research in the field of human development 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. Assess the unique learning and behavioral characteristics of persons with exceptionalities and students who experience, witness and/or are a part of bullying and harassment in schools (Standard I, SC 6, ISTE 4).
4. Examine the developmental stages of the following components of human growth and development, infancy through adulthood: language, cognitive, physical, social and emotional (Standard I).
5. 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).

6. Assess 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).

7. 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).

8. Design 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).

9. Analyze 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).

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

11. 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).

Textbook:


All additional required readings are housed in the OAKS shell under the tab labeled Course Documents. Information will remain available for download throughout the duration of the course. This is a paper-free course, so all assignments should be submitted through OAKS.

Course Requirements:

1. **Attendance and Participation.** Students should make every effort to attend class. Students who do not attend class should contact the instructor immediately to explain the absences and find ways to make up missed work.

2. **Learning Modules.** In order to remain active in class, it is important to stay current with reading assignments. Information in the text is often the springboard for in-class discussions and outside written assignments. Learning modules will consist of quizzes, group assignments, and case studies.

3. **Diversity Journal Article Summary.** Students will have one research-based article to read and summarize. The article will be uploaded to OAKS. A short (3-5 pages) typed summary of the research and its application to human growth and development will be submitted.

4. **Professional Development Seminar.** Students in small groups will select a research topic in the area of human growth and development that relates to the field of
education. Each group will choose a minimum of 5 empirical sources as evidence for their project. Resources may include: books, articles, and online sources. No less than three research articles from scholarly journals may be used. **Each group must submit the Popplet concept map used to organize their group work.** As a future professional educator, you will present your seminar in a format that is typical at education research conferences. Your group can use any type of multimedia or other learning tool that will inform your peers of your topical area and practical implications for teachers and classrooms. Your presentation should be between 20-25 minutes and rehearsed in advance. There is a rubric on OAKS to guide your work.

5. **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.

6. **Midterm and Final Exam.** Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presented. The exams will include multiple-choice, short answer, and essay.

Late Policy:

Written assignments must be submitted through OAKS. When an assignment is late, the system will flag it. Failure to submit an assignment on time will result in a **reduction of 5 points for each late day. No assignments will be accepted after 5 days tardy.** For this reason, it is essential you stay on schedule throughout the course. Only in the most extenuating circumstances will extensions be given for assignments and exams (e.g., serious personal illness, death in the family, etc.). If this occurs, please contact me immediately and leave a message.

**Grading Assessment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>30 points</td>
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<tr>
<td>Diversity Journal Article</td>
<td>40 points</td>
</tr>
<tr>
<td>Field Observation Log</td>
<td>70 points</td>
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<tr>
<td>Learning Modules</td>
<td>40 points</td>
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<tr>
<td>Midterm and Final Examinations</td>
<td>80 points</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>40 points</td>
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<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
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**Grading Evaluation:**

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<tr>
<th>Grade</th>
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<tbody>
<tr>
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<td>279-300</td>
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<tr>
<td>A-</td>
<td>273-278</td>
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<tr>
<td>B</td>
<td>258-266</td>
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<tr>
<td>B-</td>
<td>252-257</td>
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<tr>
<td>C</td>
<td>237-245</td>
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<tr>
<td>C-</td>
<td>231-236</td>
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<tr>
<td>D</td>
<td>216-224</td>
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<tr>
<td>D-</td>
<td>210-215</td>
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<tr>
<td>B+</td>
<td>267-272</td>
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<tr>
<td>C+</td>
<td>246-251</td>
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<tr>
<td>D+</td>
<td>225-230</td>
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<td>F</td>
<td>209 and below</td>
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Scholarly Writing and APA Style:

You will find the current APA Style Manual (6th edition) very valuable in helping you format your work in line with APA requirements. All of your written work will be evaluated on the proper usage of grammar, spelling, current APA referencing, and writing in the third person. Tip sheets are located in the Course Documents tab on OAKS.

Honor Code and Academic Integrity:

The College of Charleston puts forth every reasonable effort to maintain academic integrity in the instructional program. To compromise integrity through acts of academic dishonesty seriously jeopardizes the quality of instruction and the caliber of education we purport to provide our students. All students are expected to follow the College of Charleston Honor Code which can be found at http://studentaffairs.cofc.edu/honor-system/.

Disability Services:

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

Technology Usage in Class:

The appropriate use of technology for learning purposes (e.g., taking notes, researching information, group work recording) is permitted. Students who are excessively using mobile phones, tablets, and laptops for any other reason will be considered absent for the class.

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</th>
<th>TOPICS</th>
<th>READING/Writing Assignment*</th>
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</thead>
<tbody>
<tr>
<td>1: Jan. 13</td>
<td>Course Introduction/Developmental Theorists</td>
<td>Feldman, Chapter 1</td>
</tr>
<tr>
<td>2: Jan. 20</td>
<td>Genetics/Prenatal Development/Birth</td>
<td>Feldman, Chapters 2 and 3</td>
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<td>3: Jan. 27</td>
<td>Physical/Cognitive Development of Infants</td>
<td>Feldman, Chapters 4 and 5</td>
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</tbody>
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| 4: Feb. 3 | Social/Personality Development of Infants  
*No Class (VT Conference)*  
*Video: Poor Kids* | Feldman, Chapter 6  
*Learning Module (Discussion Board Assignment) Due* |
| 5: Feb. 10 | Physical/Cognitive/Social/Personality Development in Preschool | Feldman, Chapters 7 and 8  
*Group 1: Day Care* |
| 6: Feb. 17 | Physical/Cognitive Development in Middle Childhood | Feldman, Chapter 9  
*Group 2: Obesity*  
*Diversity Journal Article Due* |
| 7: Feb. 24 | Social/Personality Development in Middle Childhood | Feldman, Chapter 10  
*Group 3: Bullying* |
| 8: Mar. 3 | **Midterm Examination Due on OAKS by 11:30 p.m.** | |
| 9: Mar. 10 | Physical/Cognitive Development in Adolescence | Feldman, Chapter 11  
*Group 4: Memory* |
| 10: Mar. 17 | Social/Personality Development in Adolescence | Feldman, Chapter 12  
*Group 5: Teen Dating Violence* |
| 11: Mar. 24 | Physical/Cognitive/Social/Personality Development in Early Adulthood | Feldman, Chapters 13 and 14  
*Group 6: Career Choice and Satisfaction* |
| 12: Mar. 31 | Physical/Cognitive/Social/Personality Development in Middle Adulthood | Feldman, Chapters 15 and 16  
*Group 7: Divorce/Blended Families* |
| 13: Apr. 7 | Physical/Cognitive/Social/Personality Development in Late Adulthood | Feldman, Chapters 17 and 18 |
| 14: Apr. 14 | Death and Dying, Grief in Children | Feldman, Chapter 19 |
| 15: Apr. 21 | **Field Log with Signatures Due on OAKS by 11:30 p.m.** | |
| 16: Apr. 30 | **Final Examination Due on OAKS by 11:30 p.m.** | |

*All written assignments are due by 11:30 p.m. on the date listed in the syllabus. Please upload your work to the appropriately labelled dropbox on OAKS.*
Tips for success in EDFS 303:

1. Keep up with all reading and written assignments.
2. Attend class and participate regularly.
3. Submit all written assignments through OAKS unless otherwise specified.
4. Begin working with your group on the presentation and keep track of all members’ contributions.
5. Drop by during office hours or e-mail me if you have questions or concerns about a topic or assignment.
6. Check all assignments with the rubrics provided so you can ensure compliance with the requirements.
7. Make good use of the resources and references made available in OAKS.
8. Do not wait to complete your field observation hours and log!

Before class #2, register for: Popplet.com