Fall 2015
EDFS 303: Human Growth and Development and the Educational Process

Meeting Time: Tuesdays and Thursdays 12:15-1:30
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: Tuesdays and Thursdays 1:30-3:30 and 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, 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
- Psychoanalytic Theory
- Behaviorism
- Sociocultural Theory
- Genetic and Prenatal Development
- Developmental Neuroscience
- Infant Development
- Bullying
- Technology and Youth

- Toddler Development
- Early Childhood Development
- Middle Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- Death and Dying/ Grief and Loss

**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%
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>25</td>
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<tr>
<td>Daily Attendance (3 points per class)</td>
<td>78</td>
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<tr>
<td>Research Paper</td>
<td>100</td>
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<tr>
<td>10 Outside class Tasks (Discussion Board Reflections/Observation Journal Questions/Reading Reflections (10 points each)</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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TOTAL POINTS=553

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.

6. **Outside Class Tasks-Discussion Posts/Observation Prompts/Reading Reflections-** 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 and class readings via the OAKS discussion board or drop box feature. Ten task due dates (TDD) are noted on the class schedule.

7. 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>DATE</th>
<th>Topics</th>
<th>Readings, Assignments (all articles are posted on Oaks)</th>
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</thead>
<tbody>
<tr>
<td>August 25 and 27</td>
<td>Syllabus, course expectations, assignment of groups, Introductions to the study of Development</td>
<td>-Chapter 1 Note your group PSA project due date Blake and van Sickle, 2001</td>
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<tr>
<td>September 1 and 3</td>
<td>Genetics and Prenatal Development,</td>
<td>-Chapter 2 TDD-1</td>
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<tr>
<td>September 8 and 10</td>
<td>Birth and Newborn</td>
<td>Chap 3 PSA #1 due Quiz 1 (chaps 1-3)</td>
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<td>September 15 and 17</td>
<td>Physical Development of Infants Cognitive Development of Infants</td>
<td>Chapter 4 and 5 -Zimmerman et al, 2007 TDD-2 PSA #2 due</td>
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<tr>
<td>September 22 and 24</td>
<td>Social and Personality Development of Infants</td>
<td>-Chapter 6 Healy, 2004 TDD-3 PSA #3 due</td>
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<tr>
<td>September 29 and October 1</td>
<td>Physical and Cognitive Development of Preschool, technology and preschool kids</td>
<td>Quiz 2 Chapts 4-6 -Chapter 7 Casey et al, 2011 DIVERSITY JOURNAL</td>
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<td>Date Range</td>
<td>Topic</td>
<td>Notes</td>
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<td>October 6 and October 8</td>
<td>Social and Personality Development in Preschool</td>
<td>- Chapter 8 Gershoff, 2007 PSA #4 due TDD-4</td>
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<tr>
<td>October 13 and 15</td>
<td>Physical and Cognitive Development in Middle Childhood</td>
<td>- Chapter 9 Bronson, 2010 PSA #5 due TDD-5 PSA #6 due</td>
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<tr>
<td>October 20 and 22</td>
<td>NO CLASS 10.20-FALL BREAK Physical and Cognitive Development in Middle Childhood</td>
<td>- Chapter 9 Safe Climate Act PSA #7 due TDD-6</td>
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<tr>
<td>October 27 and 29</td>
<td>Social and Personality Development in Middle Childhood</td>
<td>- Chapter 9 and 10 Stolzer, 2007 - Parents and Johnston, 2009 PSA #8 due Quiz #3-chaps 7, 8, 9 and 10</td>
</tr>
<tr>
<td>November 3 and 5</td>
<td>Physical and Cognitive Development of Adolescents, technology and teens Social and Personality Development in teens</td>
<td>- Chapter 11 and 12 - PSA #9 due</td>
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<td>November 10 and 12</td>
<td>Continue Adolescence, Chaps 11 and 12</td>
<td>TDD-9 (check oaks) PSA #10 due</td>
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<tr>
<td>November 17 and 19</td>
<td>Physical and Cognitive Development in Young Adulthood Social and Personality Development in Young Adulthood</td>
<td>Quiz 4 chapts 11 and 12 - Chapter 13 and 14 Funk et al 2012 PAPER DUE</td>
</tr>
<tr>
<td>November 24 No Class 11.26 (Thanksgiving)</td>
<td>Development in Middle Adulthood and Old Age, Death and Dying,</td>
<td>Chapter 15, 16, 17, 18 Quiz 5 chapts 13-16 TDD-10</td>
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<tr>
<td>December 1 and December 3</td>
<td>Grief in children, Old Age, Final Exam Review, Course Evaluations</td>
<td>Chapter 19</td>
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Tentative Final Exam Date: Thurs Dec 10 at noon

**Grading Rubrics and Checklists**

**Assignment: Daily Attendance**

<table>
<thead>
<tr>
<th>Points</th>
<th>Components</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>____/78</td>
<td>Attendance</td>
<td>Student is absent and fails to communicate with the professor about the absence (0 points)</td>
<td>Student is present prepared and participates or has legitimate and verified excuse (1-3 points as determined by instructor)</td>
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</table>
Assignment: Diversity Journal Article Summary

___/15- Student clearly summarizes method and results of the research
___/15 Student 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

_____/ 10 Students accurately prepare and submit a typed transcript of their PSA including at least 3 references, one of which is not an internet source.
_____/10 Students accurately inform the public on the research based facts of their assigned topic
_____/5 Students work well together and it seems as if everyone has participated fully
_____/25 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

Outside Class Tasks-10 points

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<thead>
<tr>
<th></th>
<th>Punctuality</th>
<th>Quality</th>
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<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Your work is not on time (0 points)</td>
<td>Your work is incomplete or rudimentary and/or does not reflect college level thinking (0-2 pts)</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>You work is posted on time (4pts)</td>
<td>Your work is high quality and evidences deep thinking and careful analysis. You have wowed me! (3-6 pts)</td>
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<tr>
<td>Due</td>
<td>Topic</td>
<td>Group Members</td>
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<tr>
<td>9.10.15</td>
<td>1. Alcohol and Pregnancy</td>
<td>1 2 3</td>
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<tr>
<td>9.17.15</td>
<td>2. Play and young children</td>
<td>1 2 3</td>
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<tr>
<td>9.24.15</td>
<td>3. Television viewing and young children</td>
<td>1 2 3</td>
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<td>10.1.15</td>
<td>4. Childhood Obesity</td>
<td>1 2 3 4</td>
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<td>10.8.15</td>
<td>5. Violent video games and kids</td>
<td>1 2 3</td>
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<td>10.15.15</td>
<td>6. Parenting types: which is the best one?</td>
<td>1 2 3</td>
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<td>10.22.15</td>
<td>7. Sleep in kids: What parents need to know</td>
<td>1 2 3</td>
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<td>10.29.15</td>
<td>8 Bullying</td>
<td>1 2 3</td>
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<td>11.05.15</td>
<td>9. Teen brains and alcohol</td>
<td>1 2 3</td>
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<tr>
<td>11.12.15</td>
<td>10. Teen Pregnancy</td>
<td>1 2 3</td>
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**Fall 2015 OPTIONAL ASSIGNMENT**

In lieu of the research paper assignment, this semester, students may elect to participate in Project Playground and write about their experiences.

Project Playground is a volunteer opportunity for College of Charleston Students who commit one hour per week to supervising and playing with students at Memminger Elementary School, 20 Beaufain Street, Charleston, SC during their regular recess time 11 am to 3 pm, Monday through Friday. Interested students can volunteer for Project Playground by contacting cofcprojectplayground@gmail.com

Students will need to volunteer for a minimum of one hour per week and attend consistently from 9-24-25 through 11-20-14. Students will write a brief synopsis and reflection of their experiences and include a two page research summary on the benefits of play and research.

**Assignment: Project Playground Volunteer and Paper**

- _____/10 The student attends their assigned volunteer time slot consistently as verified by Project Playground Coordinator.
- _____/25 The student writes with clarity, authenticity and personal insight into their experiences as a Project Playground volunteer including their observations of the children and their development, the importance and value of play, the difficulties experienced as well as the lessons learned.
- _____/10 The paper demonstrates that the student has read and understood the research on the importance of play and recess for child development.
- _____/10 There are at least 2 high quality, peer reviewed references on the benefits of play and or recess and the student summarizes the findings of this research in a one to two page literature review.
- _____/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