College of Charleston
Department of Teacher Education
Spring 2017
EDFS 303-04: Human Growth and Development and the Educational Process

Instructor Information:

Instructor:    Dr. Keonya Booker
Email:     bookerkc@cofc.edu
Phone:     843-953-1987
Office:     86 Wentworth; Office #316
Office Hours:     Tuesday; 2:00 - 3:30 p.m. and by appointment

Course Information:

Meeting Time:      M/W; 2:00-3:15 p.m.
Meeting Place:     Education Center; Room #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:

This course provides an introduction to the general principles of lifelong 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. (3 credit hours)

Course Prerequisites:

EDFS 201: Foundations of Education is a prerequisite to all other education courses with a grade of C or higher.

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 make arrangements to obtain class information. **No more than two absences are allowed;** more than two absences results in “WA” which converts to an F on your transcript. **Be advised that leaving class early more than two times will result in one absence.**
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 discussion board postings, role playing, media modules, and case studies. **You will not receive credit for missing these assignments so regular attendance is key.**

3. **Journal Article Critique.** Students will have one research-based article to read, summarize, and critique. The article will be uploaded to OAKS. A summary of the research and its application to human growth and development will be submitted. There is a rubric on OAKS to guide your work.

4. **Lifespan Interview.** Students will submit a paper analyzing the interview data of three individuals from childhood to late adulthood. Students will compare and contrast participants at various stages in the lifespan, applying developmental theories as appropriate. There is a rubric on OAKS to guide your work.

5. **Midterm and Final Examinations.** 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 questions.

**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, Participation, and Learning Modules</td>
<td>60 points</td>
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<tr>
<td>Discussion Boards</td>
<td>50 points</td>
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<tr>
<td>Journal Article Critique</td>
<td>50 points</td>
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<tr>
<td>Lifespan Interview</td>
<td>60 points</td>
</tr>
<tr>
<td>Midterm and Final Examinations</td>
<td>80 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
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</tbody>
</table>

**Grading Evaluation:**

- **A:** 279-300
- **A-:** 273-278
- **B:** 258-266
- **B-:** 252-257
- **C:** 237-245
- **C-:** 231-236
- **D:** 216-224
- **D-:** 210-215
- **B+:** 267-272
- **C+:** 246-251
- **D+:** 225-230
- **F:** 209 and below
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 “Supplemental Information” tab on OAKS.

Honor Code and Academic Integrity:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

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.
Academic Support Services—The Center for Student Learning:

The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, tutoring by appointment, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described at http://csl.cofc.edu/ or call 953-5635 for more information.

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. Mobile devices should be on silent at all times. Breaks are built into the class, so any pressing issue can be dealt with at that time.

Please note: The following professional behaviors and dispositions are expected in our classroom per the mission of the School of Education, Health and Human Performance.

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.
**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING/Writing ASSIGNMENT**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 11</td>
<td>Course Introduction</td>
<td>Syllabus Review</td>
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<tr>
<td>Jan. 16</td>
<td>Rev. Dr. Martin Luther King, Jr. Holiday</td>
<td>NO CLASS</td>
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<tr>
<td>Jan. 18</td>
<td>Developmental Theorists</td>
<td>Feldman, Chapter 1</td>
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<tr>
<td>Jan. 23</td>
<td>Genetics/Prenatal Development</td>
<td>Feldman, Chapter 2</td>
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<tr>
<td>Jan. 25</td>
<td>Birth</td>
<td>Feldman, Chapter 3</td>
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<tr>
<td>Jan. 30</td>
<td>Physical Development of Infants</td>
<td>Feldman, Chapter 4</td>
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<tr>
<td>Feb. 1</td>
<td>Cognitive Development of Infants</td>
<td>Feldman, Chapter 5</td>
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<tr>
<td>Feb. 6</td>
<td>Social/Personality Development of Infants</td>
<td>Feldman, Chapter 6</td>
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<tr>
<td></td>
<td><strong>Journal Article Critique Due</strong></td>
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<td>Feb. 8</td>
<td>Physical/Cognitive Personality Development in Preschool</td>
<td>Feldman, Chapter 7</td>
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<tr>
<td>Feb. 13</td>
<td>Social/Personality Development in Preschool</td>
<td>Feldman, Chapter 8</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Physical/Cognitive Development in Middle Childhood</td>
<td>Feldman, Chapter 9</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Social/Personality Development in Middle Childhood</td>
<td>Feldman, Chapter 10</td>
</tr>
<tr>
<td>Feb. 22*</td>
<td>VIDEO: Poor Kids</td>
<td><strong>Discussion Board Assignment Due</strong></td>
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<tr>
<td>Feb. 27</td>
<td>Review and Discussion</td>
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<tr>
<td>Mar. 1</td>
<td><strong>Midterm Examination Due on OAKS by 11:30 p.m.</strong></td>
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<tr>
<td>Mar. 6/8</td>
<td>Spring Break—Enjoy!!!</td>
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<tr>
<td>Mar. 13</td>
<td>Physical/Cognitive Development in Adolescence</td>
<td>Feldman, Chapter 11</td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Physical/Cognitive Development in Adolescence</td>
<td>Feldman, Chapter 11</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Social/Personality Development in Adolescence</td>
<td>Feldman, Chapter 12</td>
</tr>
<tr>
<td>Mar. 22</td>
<td>Social/Personality Development in Adolescence</td>
<td>Feldman, Chapter 12</td>
</tr>
<tr>
<td>Mar. 27</td>
<td>Physical/Cognitive Development in Early Adulthood</td>
<td>Feldman, Chapter 13</td>
</tr>
<tr>
<td>Mar. 29</td>
<td>Social/Personality Development in Early Adulthood</td>
<td>Feldman, Chapter 14</td>
</tr>
<tr>
<td>Apr. 3</td>
<td>Physical/Cognitive Development in Middle Adulthood</td>
<td>Feldman, Chapter 15</td>
</tr>
<tr>
<td>Apr. 5</td>
<td>Social/Personality Development in Middle Adulthood</td>
<td>Feldman, Chapter 16</td>
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<tr>
<td>Apr. 10*</td>
<td>Development in Late Adulthood</td>
<td><strong>Discussion Board Assignment Due</strong></td>
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<tr>
<td>Apr. 12</td>
<td>Physical/Cognitive Development in Late Adulthood</td>
<td>Feldman, Chapter 17</td>
</tr>
<tr>
<td>Apr. 17</td>
<td>Social/Personality Development in Late Adulthood</td>
<td>Feldman, Chapter 18</td>
</tr>
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</table>
* Asynchronous online class session via OAKS discussion board.
**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. Drop by during office hours or e-mail me if you have questions or concerns about a topic or assignment.
5. Check all assignments with the rubrics provided so you can ensure compliance with the requirements.
6. Make good use of the resources and references made available in OAKS.

**Important Semester Dates:**

January 16: Martin Luther King, Jr. Day Observance (no classes)
January 18: Last day of Drop/Add for spring semester classes
March 5-11: Spring Break
March 16: Midterm grades due at noon
March 23: Last day for students to withdraw with a grade of "W" from full semester classes
April 26: Last day of full semester classes
May 9: Full semester final grades due at noon

**Course Contacts (I can call them if I am absent, need a study partner, etc.):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
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