

***SCHOOL OF EDUCATION***

 ***Location Address Mailing Address***

 *University Hall North 1200 East Colton Avenue*

 *On Brockton Avenue P.O. Box 3080*

 *Between University Street &Grove Street Redlands, CA 92373*

 ***Phone Fax***

 *(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 680

**Course Title:** Human Development Across the Life Span

**Term:** Fall 2014

**Days/Times:** Tuesday’s from 5:30 to 8:30 p.m.

**Class Location:**

**Faculty:** Conroy Reynolds, PhD

**Office:** University Hall North RM125B

**Phone:** (909) 748-8802

**Office Fax:** (909) 335-5204

**E-mail:** conroy\_reynolds@redlands.edu

**Office Hours:** By Appointment.

**Catalog Course Description**

This course is designed for school counselors to explore historical and contemporary perspectives in typical and atypical human growth, development and learning styles. Utilizing a systemic perspective, the course examines physical, emotional, mental, cultural, sexual and moral development throughout the life span.

Prerequisite: Current enrollment in the Counseling Program.

**The following CTC Counseling Standards are partially addressed in this course:**

Generic Standard 2 Growth and Development

Generic Standard 5 Comprehensive Prevention and Early Intervention for Achievement

Specialization Standard 21 Personal and Social Development

Specialization Standard 24 Learning, Achievement and Instruction

**Course Objectives**

Upon successful completion of this course, the student will:

1. Explore the dominant stage theorists in human growth and development within the context

of a biopsychosocial model. (CTC Counseling Standard 2)

1. Understand the relationship between learning styles and the implementation of effective prevention and intervention programs that contribute to the success of all students. (CTC Counseling Standards 5 and 24)
2. Articulate a variety of methods in promoting the moral development and social consciousness of youth. (CTC Counseling Standard 21)
3. Evaluate the resiliency of students and their families in coping with traumatic life situations that threaten individual, familial and community health, welfare and safety. (CTC Counseling Standard 21)
4. Comprehend the needs and programs necessary to support learning and social development of students with disabilities. (CTC Counseling Standard 5)

**Required Readings**

Broderick, Patricia C. & Blewitt, Pamela (2010). *The life span: Human development for helping professionals (4th ed).* Upper Saddle River, NJ: Pearson Education, Inc.

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

* **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conferences with the professor and advisor to discuss it.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

* Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

* A meeting with the professor should be arranged; and a meeting with the advisor is **required.**  The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.**  A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

* Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.
* Being prepared with written work, oral presentations and willingness to participate in activities.
* Attending class and meeting with me if you must miss any class or need to leave early.
* Respecting other people.
* Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.
* Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

You will be prepared through the completion of assignments and our readings to engage in the class fully.

You will need to be on time for class sessions. Late arrivals can be very distracting for me and your fellow students. Put cell phones on vibrate or silent.

**Course Structure**

This course will make extensive use of the University’s course management system Moodle. You will use your university issued username and password to login to the course from your WebAdvisor

In Moodle, you will access course materials, and resources.

**Technical Assistance**

If you need technical assistance at any time during the course or to report a problem with Moodle you can:

• contact the Office of Information Technology Services in the Willis Center at (909) 748-8063.

**Attendance Policy:**

1. The catalogue states that students missing ***two or more classes*** can be administratively dropped from the course. If you must miss class, I would appreciate receiving an email indicating you will not be in class.

**Academic Honesty Policy:**

You are responsible for being aware of, abiding by, and understanding the University of Redlands’ policies regarding academic honesty and integrity. The University of Redlands catalogue (2012-14) describes plagiarism in this way, “Plagiarism occurs when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased and presented in such a way as to lead the reader to believe they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all written submissions” to fulfill class requirements (p. 14). The repercussions for violating this policy are severe and can include removal from the course and the program.

**Class communication:**

1. I will have ongoing communication with you about the class by email or posted on Moodle. ***It is your responsibility to check this regularly***.
2. Class announcements and materials for class will be posted on Moodle. For example, information about journals and sources you may wish to use, such as links to interesting or useful websites will be placed there. ***For this reason please be sure to check Moodle each week prior to class.***

**Assignments:**

1. **All assignments** should follow the APA format guidelines. Please check this website if you need assistance using APA style guidelines. <http://owl.english.purdue.edu/owl/resource/560/01/>
2. **All written assignments for this course will be submitted electronically through Moodle unless otherwise instructed.** Any work that is turned in late will automatically be reduced a half a letter grade, unless prior approval has been granted (i.e. a 4.0 would become a 3.7, etc.). Late is defined as after 11:59 pm on the due date. Moreover, all late work must be pre-approved. Such approval is at the discretion of the facilitator and is usually related to illness, or other unforeseen circumstance warranting consideration.

**Viewing Grades in Moodle**

Points you receive for graded activities will be posted to the Moodle Grade Book. Click on the Grades link on the left navigation to view your points. I will update the online grades each time a grading session has been completed. You will receive an email confirmation of the grade posting.

**Incomplete Grades (I)**

According to the University of Redlands Catalog (2012-14), an instructor may submit a grade of Incomplete (I) when course work is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. *It is not given for poor or neglected work.*

**Candidate Assessment**

**1.** Contribute to the learning of others. Attendance/Participation - **10% of final grade**.

2. Five short answers, 2 pages of text and a reference page, to questions to be posted in Moodle. Questions will be based on material previously covered in class. Each question will be posted one (1) week before the answer is due. Each student will post her answer in the forum in Moodle then read and comment on 2 other student’s posts. Postings will be due by 11:59 pm on the day of class. Your responses to your colleagues should be substantive, refrain from phrases like, “good job” or “I agree.” **5% each for total of 20% of the Final Grade.**

3. Written report on a chosen developmental level of children or adolescence. This paper should be typewritten, double spaced and 5 to 6 pages in length. **20% of final grade**.

4. Oral Presentation in small groups on developmental themes in life span development, (Erik Erikson’s Psychosocial Stages of Development; Jean Piaget’s Cognitive Development; Laurence Kohlberg Stages of Moral Development; Carol Gilligan Development of Care and Gender Issues; Howard Gardner Theory of Multiple Intelligences; Bronfenbrenner’s Bioecological Theory; Developmental Systems Theory; Elizabeth Kubler Ross Stages of Coping with Death) The presentation should be approx. 20 minutes in length with time afterwards for questions and answers. Also a 1 to 2 summary page handout for each student in the class should accompany the presentation. **20 % of final grade.**

5. Final Examination. **30 % of final grade**.

###### Bibliography

Cobb, J.J. (1992). Adolescence: Continuity, Change and Diversity. Mayfield Publishing Co: Mt. View, CA.

Coles, R. (1997). The Moral Intelligence of Children.Random House: New York, NY.

Coles, R. (1990). The Spiritual Life of Children. Houghton Mifflin Company: Boston, MA.

Garbarino, J., Ph.D. (2000). Lost Boys: Why Our Sons Turn Violent And How We Can Save Them. Anchor Books:

Gilligan, C., Ph.D. (2002). The Birth of Pleasure. Alfred A. Knoph, Publisher: New York, N.Y.

Gilligan, C., Ph.D. (1993). In A Different Voice: Psychological Theory and Women’s Development. Harvard University Press: London, England.

Mash, E.M and Wolfe, D.A. (2002). Abnormal Child Psychology 2nd Edition. Wadsworth: Belmont, CA.

Phipher, M., Ph.D. (1994) Reviving Ophelia: Saving The Selves of Adolescent Girls. Ballatine Books: New York, NY.

**Topic Outline, Readings and Activities**

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| **Class****Session** | **Activities** | **California Standards** |
| **Sept 9** | Introduction and overview of course. Comparison of Developmental Theories through the Lifespan. Discussion of models in understanding human development. Read Chapter 1, pages 1 thru 32. | Couns. Stands. # 2 & 5 |
| **Sept 16** | Conception Through birth: Prenatal Exposures. Read Chapter 2 pages 34 thru 67 | Couns. Stands. #2 & 5. |
| **Sept 23** | Infancy -Birth to age two - developmental issues that affect infants through toddlers. Read Chapter 3: pages 68 thru 111*Oral Presentation #1* | Couns. Stands. # 21 & 24 |
| **Sept 30** | Early Childhood – the role of the toddler and significant milestones. Emotions; Attachment formation including cross cultural variations.Read: Chapter 4, pages 113 thru 147*Oral Presentation #2* | Couns. Stands. # 2, 5, & 21 |
| **Oct 7** | Continued discussion of Early Childhood – the emerging self, the preschool years, social roles, formal learning. Read: Chapter 5, 148 thru 174*Oral Presentation #3* | Couns. Stands. # 21 & 24 |
| **Oct 14** | Middle Childhood: Ages seven through eleven – Cognitive Development. Multicultural view: parental expectations and academic achievement. Read: Chapter 6, pages 177 thru 212 *Oral presentation # 4* | Couns. Stands. # 2 & 5 |
| **Oct 21** | Continued discussion of Middle Childhood: ages eleven through thirteen – the latency age. Understanding the increase in drugs, violent behavior in this age group and the multiple changes from puberty to becoming an adolescent. Read: Chapter 8, Pages 247 thru 281 *Oral presentation # 5***Written report due.**  | Couns. Stands. # 5, 21 & 24 |
| **Oct 28** | Adolescence: ages thirteen to eighteen – puberty, identity, moral development. Read: Chapter 9, pages 283 thru 320 *Oral presentation: # 6* | Couns. Stands. # 2 & 24 |
| **Nov 4** | Adolescence: Peer Relationships, Media and society, SchoolCross Cultural Misunderstandings in the classroomRead: Chapter 10, Pages 321 thru 352 *Oral presentation # 7* | Couns. Stands # 21 & 24 |
| **Nov 11** | Early and Middle Adulthood: Relationships, Family, and Careers. Read: Chapter 11, Pages 356 thru 378; Chap 13, 417 thru 453*Oral presentation # 8*Handout Final Exam  | Couns. Stands. # 21 & 24 |
| **Nov 18** | Adult Attachment Theory; Applications Read 12, Pages 381-394 *Oral Presentation # 9&10* |  |
| **Dec 2** | Final Exam due. Review of course and completion of course evaluations | Couns. Stands. # 2, 5 & 24 |