

Advanced Human Development

Fall 2016, Section PSYC 604-001; 3 Credit Hours

How to reach Dr. Audrey Prus

Phone: 803-366-6070 📞 Fax: 803-323-2371

e-mail: aprus@comporium.net

Office: Kinard 310

alternate e-mail: prusa@winthrop.edu

Office hours: T 4:30-5:00 pm, 7:45-8:15 pm, and by appointment

Course Description and Goal:

In this course, you will participate in advanced coverage of recent empirical evidence and theoretical perspectives on human development. If you take advantage of what this course has to offer, you will have a fundamental understanding of the developmental theories that are currently influential; comprehension of and application skills regarding relevant life span milestones; and an understanding of the bases of development and how environmental/societal practices and systems influence development. There is not nearly enough time to cover the content of the field, but there are multiple opportunities to pursue developmental topics of particular interest to you through in-class discussions, focus papers, research reviews, and oral presentations.

Student Learning Outcomes:

1. Demonstrate a thorough understanding of major concepts, theoretical perspectives, research methods, and empirical findings regarding neural, perceptual, physical, motor, cognitive, language, moral, and social-emotional development.
2. Apply developmental concepts, theories, and research findings as they relate to your work with children, adolescents, adults, and/or families.
3. Respect human diversity and articulate how the influences of developmental mechanisms vary across populations and contexts (including families, peers, schools, communities, and cultures).
4. Apply developmental principles and empirical evidence to understanding social issues and propose well-informed solutions to those issues.
5. Demonstrate the complex and tentative nature of developmental explanations as applied to everyday issues.
6. Identify, distinguish, and evaluate the strengths and weaknesses of developmental research methods.
7. Utilize and critically evaluate developmental research and theory to formulate questions and answers regarding developmental phenomenon.
8. Demonstrate effective oral and written skills that utilize multimedia presentation technology, when appropriate, to condense a large amount of information regarding the state of the field on a given topic and appropriate application of that information to real world questions and problems. Accurately explain, critique, and persuade in a variety of ways.

Required Readings

Selected chapters from T. Altmann (Ed.), (2006). *The Wonder Years*. New York, NY: Bantam.

Selected chapter from Sylwester, R. (1995). *A celebration of neurons: An educator's guide to the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). Copies are available for reprint in the Psychology office, Kinard Hall.

Full text:

Broderick, P. and Blewitt, P. (2010). *The Life Span: Human Development for Helping Professionals*, 3rd Ed. Upper Saddle River, NJ: Pearson.

Class Listserv: PSYC604001@class.winthrop.edu

I will use the class listserv to share information with you quickly and efficiently. Many of you were automatically added to the listserv. Some students may need to manually add themselves to the list (e.g. if you recently added a Winthrop email address or the class). Directions for subscribing manually are found at: www.winthrop.edu/acc/classlist.htm. If you have trouble receiving messages, contact the Technical Support office.

Attendance

We are fortunate to have a variety of perspectives and experiences among our classmates. So much of what is learned in this class is generated through our mutual and respectful discussions. You will miss a large amount of valuable information that will be brought out during our discussions if you are absent or tardy. Because of the **seminar** format of the class, this information will not be available in any other form than through participating in the discussion. Also, you are responsible for announcements and changes to assignments that are discussed in class, regardless of whether or not you were able to attend. Therefore, you are required to attend every class. In addition to following the University's policy of course failure for missing 25% or more of classes, if you miss more than one full class without my documented permission, you will not be able to earn an A in the course. If you know you will miss more than two classes, perhaps this is not the semester to be taking this course. Please let me know before class if you will be absent. If you have extenuating circumstances that will cause you to be tardy or absent more than this policy allows, please speak with me about it as soon as possible.

Syllabus

We will follow the syllabus for class requirements, but the class schedule is subject to change.

Reference Materials

We will use the APA (American Psychological Association) Manual as a reference guide for style of writing/written products.

Course Requirements/Grading

Focus Papers (20%). For each required review of assigned readings, you will prepare a 1 ½ - 2 page focus paper, outlining key points critical to the chapter(s). You may use a “bullet” format, single spaced, skipping a line between one point and the next. Focus on summarizing key components of the readings that will be important for you to remember for future quizzes, tests, comps., etc. and that will be helpful to you in your future professional work. (Don’t just copy headings, write redundant material, copy passages or summaries from the text, etc.) This is your chance to read, synthesize, question, and connect/apply. Make your focus paper easy to read, condensing material so that, in the future, you can pick up the paper and readily recall the critical information. This is a **GRADUATE-LEVEL** course, and your writing should reflect that caliber of writing.

After you have prepared the synopsis of the chapter(s), skip 3-4 lines and write down 2-3 “think-about” topics or related discussion questions that we can talk about in class. There are a myriad of relevant things from each chapter that we can discuss as a group.

You are expected to complete each set of assigned readings before class each week and turn in your completed focus papers during class. Your focus papers will be graded on **synthesis of critical information, capability of writing, and completeness of thought/reflection**. Late or incomplete entries will not be graded. (Please e-mail your focus papers before class meets, **IF** you will be inordinately late or absent from a class.)

Questions for the Class (5%). In addition to the focus paper, for each of the assigned chapter(s) review, you will prepare and submit two (2) **challenging** questions related to the chapters, based on your reading and synthesization of the material. The questions may be prepared in a multiple-choice format (5 possible responses), short answer, case study with an array of relevant questions, and so forth. Again, these should be challenging questions, requiring an understanding of the material read and connectiveness of the material to the question. Skipping a couple of lines, you will also write out your **ANSWER** under each question, noting why this was the correct answer and listing the chapter, page number to where others in the group could refer if they need additional information regarding your question/answer. Your questions will be graded on the **quality and caliber of the question, comprehensiveness of the content being questioned, and the prepared answers to the questions**. (Attach these to the focus paper).

Leadership/Discussion (10%). Students will be assigned (individually or in groups) to creatively assist in leading weekly class discussions, reviewing the concepts covered in the reading assignments, selecting specific topics (which can correlate with weekly focus papers) for discussion, providing relevant examples/personal experiences of the concepts/developmental areas being covered, preparing and asking relevant questions of other class members, and introducing related materials that may enhance the review/topics being discussed. Grading for each leadership rotation will be based on **degree of enthusiasm/engagement style; active participation (e.g., group’s equal sharing of work-load); creativity; presentation style and skills to involve other class members; and leadership of discussion and questioning that may enhance learning for all of the other students**.

Preschool Observation (15%). Early in the semester, students will conduct a preschool observation at a designated preschool program in the area. This initial observation is designed to provide students with guided observational experience with young children. Students will observe an assigned preschool group for a minimum of 1 to 1 ½ hours and prepare a report (minimum of 5 pages double-spaced) describing, in detail, what was observed. Prior to the observation, students will be given a sample “preschool observation” report and some key factors to guide their

observations. The observation report will be graded on the **scope and detail of the observation, the quality and clarity of the writing, and comprehensiveness of the observation related to child development.**

Diagnostic Inventory of Early Development - Assessment and Report (15%).

Midway through the semester, we will be studying ways to track development, and will concentrate on administration and usage of the Brigance Diagnostic Inventory of Early Development and/or comparable instruments used by the designated preschool. We will train on the administration of such instruments in class and practice with each other as warranted. Subsequent to the class, you will be assigned to go to a local early childhood education center to administer the diagnostic instruments with one assigned child, working with the school personnel to obtain relevant information via interview(s) and record review(s). Following administration, you will write a report (using the sample format) of your findings in each of the developmental areas and provide key suggestions/conclusions that may be useful.

Policy Paper and Presentation (25%). Throughout the course, we will be discussing specific **contexts** of human development and how people are affected by given environments, governances, cultural mores/practices, policies, and so forth. Here is another opportunity to be creative and to explore your interests in the arena of developmental science. In this activity, you will thoroughly explore an issue within a specific developmental context, examining whether or not our current rule-governing, social, educational, medical/health-care, environmental, etc. practices/policies/systems are helpful, harmful, and/or warrant change, as related to the particular developmental topic/context you select. Based on your research, you will propose a feasible change in our current practice/policy **OR** argue that we are doing the best we can, at the moment, in that particular arena. This will be like a mock public hearing, where we are a panel of judges and you are the expert on your topic, trying to convince us of your policy position/change.

To do this, you will need to fully consider your issue, conduct a review of **empirically-based** research related to your topic, articulate the concerns of at least 3 relevant interest groups (parents, teachers, clergy, physicians, politicians, justice officials, environmentalists, etc.) that might support and/or oppose the proposed change, and argue convincingly for your position. You may even ask class members to role-play being members of distinct interest groups, using a script you prepared. Your paper must, likewise, reflect a concise review of your exploration of the **empirical** literature, highlighting the most interesting, pertinent points that may denote supportive and/or oppositional positions. This presentation should be about 30-40 minutes in length. You will decide upon your topic well in advance, in order to avoid “over-lapping” with other student presentations and so that I can offer assistance.

To complete the Policy Paper/Presentation, each student must:

- 1) choose a particular context (e.g. family, peers, school, culture) and topic
- 2) discuss existing policy/context and what is being proposed for change
- 3) review and summarize (annotated bibliography format) at least 10 recent, empirically-based research studies on that topic
- 4) present, in class, a summary of relevant findings in favor of your position
- 5) present arguments/concerns from at least 3 different interest groups/positions
- 6) submit a **minimum** six page written summary of your proposal and rationale, written review of the literature/research studies (in annotated bibliography format), including supportive and/or contradictory data, and an additional reference page. Also, submit a hand-out of the powerpoint presentation to me. Make a copy of the reference page for me and each class member to be distributed at the time of your presentation.

Grades will reflect the accuracy of information; thoroughness and clarity in reviewing existing research of current policy/proposed policy or change; relevance/scope of references/research texts, articles, materials; comprehensiveness of arguments and those affected by policy/policy change; presentation style/content; as well as depth of thought regarding implications for practice, etc.

Tests/Quizzes (10%). Periodically, pop-quizzes and tests will be given during class-time, for purposes of monitoring comprehension and application of the reading materials, class discussions, etc.

Overall Course Grading Scale:

A = 93% or higher

A- = 90% - 92%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 73% - 76%

C- = 70% - 72%

F = Less than 70%

A Note about Academic Dishonesty

Any form of academic dishonesty, (e.g., plagiarism, cheating, falsifying information, etc.) in this course may result in the offending student failing this course and the Chairman of the Psychology Department being notified. (Refer online www2.winthrop.edu/studentaffairs/handbook/pdf/.)

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities, at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

Use of Electronic Devices During Class

Please keep cell phones and other personal electronic devices **turned off during class**. You may check devices during breaks. Computers and tablets may be used during class **ONLY** when told for taking notes or other class-related functions and **not** for texting/writing/skimming on the devices.

DATE	CLASS SCHEDULE	ASSIGNMENT
8/23	-Introductions; Review of Syllabus -Course overview/objectives	N/A
8/30	-Organizing Themes in Development -Factors affecting Development -Heredity, Environment, and the Beginnings of Human Life	-Skim Broderick & Blewitt, Ch. 1 -Skim Altmann, Ch. 8 -Broderick & Blewitt, Ch. 2 (write focus paper on Ch. 2)
9/6	-Neural and Cognitive Development in the Early Years -Brain Organization	-Broderick & Blewitt, Ch. 3 -Sylwester (1995), Ch. 2 - combine 3 & 2
9/13	-Cognitive/Mental Development -Motoric/Sensory Development -BETWEEN 9/14 and 9/27	-Altmann, Ch.4 -Altmann, Ch. 1, Ch.2, and Ch.3 (combine chapters 1, 2, and 3 in focus paper) -PRESCHOOL observation/write report
9/20	-Emotional Development (Early years) -Emerging Self/Socialization -Social and Emotional Development	-Broderick & Blewitt, Ch. 4 -Broderick & Blewitt, Ch. 5- combine 4 & 5 -Skim Altmann, Ch. 5
9/27	-Review of Altmann chapters 1-4 -Review of Broderick & Blewitt Ch. 4 & 5 -Realms of Cognition in Middle Childhood -Self and Moral Development: Middle Childhood Through Early Adolescence -SUBMIT PRESCHOOL OBSERVATION/WRITTEN REPORT	-Altmann (no paper) -Broderick & Blewitt (no paper) -Broderick & Blewitt, Ch. 6 -Broderick & Blewitt, Ch. 7- combine 6 & 7
10/4	-Gender and Peer Relationships -Physical, Cognitive, and Identity Develop. -Developmental Concerns	-Broderick & Blewitt, Ch. 8 -Broderick & Blewitt, Ch. 9 -Altmann, Ch. 7 (combine 8, 9, & 7)
10/11	-Social World of Adolescence -Physical & Cognitive Development in Young Adulthood	-Broderick & Blewitt, Ch. 10 -Broderick & Blewitt, Ch. 11 (combine 10 & 11)
10/18	-Tracking Development -Socioemotional and Vocational Develop. -Review of Chapters 8, 9, 10, 11	-BRIGANCE/Head Start Instruments -Broderick & Blewitt, Ch. 12 -Broderick & Blewitt (no paper)
10/25	-FIELD STUDY (no class meeting) -Independent Assessment -Written <u>Development Report</u> -Preparation for Policy Paper Presentation	-(Class time devoted to conducting independent assessment; <u>Developmental Assessment Report</u> to be submitted on 11/1)
11/1	-Middle Adulthood. -Living Well: Stress, Coping and Life Satisfaction -SUBMIT DEVELOP. REPORT	-Broderick & Blewitt, Ch. 13 -Broderick & Blewitt, Ch. 14 – combine 13 & 14
11/8	-NO CLASS (ELECTION DAY)	
11/15	-Gains and Losses in Late Adulthood -POLICY PAPERS/PRESENTATIONS -Review of Chapters 12, 13, & 14	-Broderick & Blewitt, Ch. 15 -Broderick & Blewitt (no paper)
11/22	-Gains and Losses in Late Adulthood -POLICY PAPERS/PRESENTATIONS	-Broderick & Blewitt, Ch. 15 (continued)
11/29	-POLICY PAPERS/PRESENTATIONS	
12/6	-POLICY PAPERS/PRESENTATIONS	(FINAL)