

EDP 356 Human Development

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T R, 2:00-3:15

Bergen Office Hours: 11:00-12:00, Tues., 4:00 - 5:00, Thurs.

Wade Office Hours: 1:00-2:00, Tues.

Course Description: A study of developmental processes, socialization influences, and intervention strategies, surveying the total life span from conception to old age. Prerequisite EDP 101 or 201 or PSY 111 or equivalent. Fulfills CAS-S requirements.

The course is the first course in two Miami Plan Thematic Sequences: Patterns of Human Development (PHD) and Patterns of Adult Development (PAD). As human beings move through life, their thoughts, feelings, and behaviors change. Physical skills, perception, cognition, emotion and social interaction all have a developmental history over the lifespan of the individual. This course is designed to help you think developmentally about each of those aspects of functioning. In later courses in the sequence, you would focus on developmental issues in-depth at specific age levels. In the PHD sequence, you select two age periods for further study. In the PAD sequence, you study adulthood and aging in-depth in two additional courses.

Course Objectives: Students will:

1. Gain knowledge of the biological and environmental factors that influence cognitive, language, social, emotional, moral, play, sexual/gender role development over the human life span.
2. Understand the relationships of these factors to developmental continuity and change over the human life-span.
3. Evaluate strategies that facilitate the optimum development of persons from birth to old age and factors that may inhibit optimum development (e.g., cultural, disability, economic).
4. Critically examine theoretical perspectives that explain developmental processes.
5. Apply developmental knowledge in exploring public policy issues that may affect human development over the life span.

Text : Santrock, J. W. (1996). Life Span Development (Sixth Edition). Dubuque, IA: Brown/McGraw-Hill.

Additional Readings: Readings from Human Development Annual Editions, 97/98 will be required. Additional readings specific to certain topics will also be required.

Course Requirements: Total of 200 points.

1. Reading of text, articles, and other assigned readings and class discussion of developmental issues

Because part of each class will be discussion format and some classes will involve cooperative learning activities, all

students are expected to be prepared by having read assigned readings before that topic is presented in class.

For cooperative learning activities, group members will read different articles and be prepared to share the information. Some of the article sharing/discussion will take place in class but each class member will also be required to describe/discuss articles or text information on the computer listserv network. They will initiate discussion or respond to discussion initiated by others at least four times through the listserv during the semester. They may comment on topics, using the listserv additional times if they wish to.

In class participation will count for 10 points of course grade; listserv participation will count for 10 points of course grade.

LISTSERV COMPUTER NETWORK will be explained and demonstrated to students.

2. Four multiple choice/short answer tests.

These are designed to assure that all students are gaining the basic grounding in human development knowledge. Each test will count for 20 points (80 total).

3. Self-analysis of the student's own developmental continuity and change in one developmental domain (cognitive, language, social, emotional, moral, play, or sexual/gender role).

Students will select a developmental domain they wish to explore and retrospectively describe their behaviors, beliefs, and thinking patterns related to that domain at three different time periods: at late childhood (elementary age), at early adolescence (middle school age), and at late adolescence (senior high or college age). They should use past artifacts (school yearbooks, class work, drawings, pictures, etc.) and interviews (of parents, friends, teachers, etc.) as memory sources, as well as their own past diaries, journals, or present memory of crucial past events. This analysis is shared only with instructor, not with class members. Analysis will count for 25 points.

NOTE: If a student does not wish to engage in/share self-analysis, an alternate assignment may be negotiated with instructor. This should be negotiated during the first two weeks of class.

4. Two observations of human behavior (selected from two different age periods) and an analysis of the behavior in relation to potential biological and environmental influences.

One observation must be of a child under the age of eight and one of a person in adolescence, early, middle, or late adulthood. Potential observation sites will be provided for those students who do not have access to young children. Students will be expected to find the older age subject. The observation will include both a naturalistic account of behavior and an account of the subjects' thinking or beliefs

gained from an interview (for young subjects, parent may be interviewed.) Each observation will count for 25 points. (50 total)

5. Final exam written in class, worth 25 points, which will consist of either:

A short critical essay examining the potential effects of some type of institutional intervention strategy on the development of persons who are exceptional or at-risk for developmental delay (e.g., the school; a community agency; local, state, or federal government)

OR

A short critical essay examining the potential effects of one type of family system (e.g., socio-culturally different; high or low socioeconomic; working/non-working parents) on at least two human developmental domains at various stages in the life span.

OR

A short critical essay taking a thoughtful, well documented public policy position on a controversial issue in human development (e.g., family leave policy, health care policy, developmentally appropriate school curriculum, finding homes for the homeless, discontinuation of welfare.)

Grading Scale:

200-198 = A+; 197-188 = A; 187-182 = A-; 181-176 = B+; 175-166 = B; 165-160 = B-; 159-154 = C+; 153-144 = C; 143-138 = C-; 137-132 = D+; 131-122 = D; 121-116 = D-; 115 or below = F

Week by Week Course Outline:

The course will alternate sections that focus on information about developmental trends and stages at each age level of the life span with sections that focus on discussion of issues related to practice and policy that affect optimum developmental outcomes. Crucial and sometimes controversial issues and themes that affect development in various ways at different points in the life span will be addressed. Readings will be from the lifespan development text, the readings text, and the additional articles assigned.

Jan. 13 and 15: The Life-Span Developmental Perspective
Readings from Santrock: Chapter 1 and 2

Jan. 20 and 22: Biological Beginnings
Readings from Santrock: Chapters 3 and 4

Jan. 27: Discussion of Genetic and Prenatal Influences on Development, from Annual Editions; Additional readings to be assigned.
First listserv comments should be communicated this week

Jan. 29: Test One
Begin Infancy and Early Childhood

Feb. 3 and 5: Infancy

Readings from Santrock: Chapters 5, 6, 7

Feb. 10 and 12: Early Childhood

Readings from Santrock: Chapters 8, 9

NOTE: TUES. FEB. 17 IS MON/TUE SWITCH DAY; NO CLASS TUES. FEB. 17

Feb. 19: Discussion of Developmental Issues of Infancy and Early Childhood; Family, Cultural Influences on Development from Annual Editions; Additional readings to be assigned.

Second listserv comments should be communicated this week

Feb. 24: Test Two

Begin Middle and Late Childhood

Feb. 26 and March 3: Middle and Late Childhood

Readings from Santrock: Chapters 10, 11

Mar. 5: Begin Adolescence

Self-analysis of own development will be due on March 31

Break Week: March 7-15 (This may be a good time to start collecting observational, interview, and/or self-analysis data.)

Mar. 17: Adolescence

Readings from Santrock: Chapters 12, 13

Mar. 19: Discussion of Developmental Issues of Childhood and Adolescence; Family, School, and Cultural Influences on Development from Annual Editions, Additional readings to be assigned.

Third listserv comments should be communicated this week

Mar. 24: Test Three

Begin Early and Middle Adulthood

Mar. 26: Early Adulthood:

Readings from Santrock: Chapters 14

Mar. 31: Early Adulthood

Fourth listserv comments should be communicated this week

Self-Analysis due

Apr. 2: Middle Adulthood

Readings from Sant rock Chapters 16, 17

Apr. 7 and 9: Discussion of Developmental Issues During Early and Middle Adulthood; Family, Cultural Influences on Development, from Annual Editions, Additional readings to be assigned

Observational/interviews analyses of subjects due Apr. 21

Apr. 14 and 16: Begin Late Adulthood

Readings from Santrock: Chapters 18, 19

Apr. 21: Late Adulthood

Readings from Santrock: Chapter 20

Observational /interviews analyses due Discussion of observational/interviews analyses

Apr. 23: Test Four

Discussion of Developmental Issues During Late Adulthood; Family, Cultural Influences on Development, from Annual Editions; Additional readings to be assigned.
Final listserv comments should be communicated this week

Apr. 28: Death and Dying

Readings from Santrock: Chapter 21

Apr. 30: Developmental Issues in Context: Perspectives from the Life Span

Final Exam. Week of May 6