

SAMPLE
Human Development and the Learner
PSY 314
Term 200_

Instructor:		Email:	
Class Time:		Office:	
Class Location:		Office Hours:	

Required Readings:

Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human development (9th ed.)*. New York: McGraw Hill. (available at the University Store)

Abbeduto, L. & Elliott, S.N. (1998). *Human development for future educators* (ch. 1). Boston, MA: McGraw Hill. (on reserve at Brooks Library)

LiveText: This is a LiveText course and you will be graded on your annotated bibliography submitted to this electronic portfolio system. Therefore it is required that you register for LiveText prior to the third week of class. If you fail to register you will receive a grade of 0 for your annotated bibliography. Register at: <http://college.livetext.com/college/index.html>

Course Structure:

This course will consist of lecture, in-class activities, and discussions. The textbook will be referred to, but generally not reviewed in detail. You are responsible for knowing the material in the assigned chapters prior to coming to class. You will learn more in class if you come prepared. Class time will be spent highlighting certain information. Some classes will be all lecture, while others will incorporate activities, discussions, or presentations.

Learner Outcomes:

By the end of the quarter, students enrolled in PSY 314 are expected to:

- Demonstrate understanding of the basic theories of lifespan development.
- Demonstrate understanding of the diverse influences on lifespan development, including hereditary, environmental, normative, and non-normative influences.
- Demonstrate understanding of the physical, cognitive, language, and social/emotional development of individuals throughout the lifespan.
- Describe how they will apply the knowledge of lifespan development gained in this course to their roles as facilitators of learning in a diverse world.
- Demonstrate the use of research skills, including the University library and/or the Internet.
- Demonstrate appropriate writing skills, including the correct format for APA references.

Course Rationale:

The purpose of this course is consistent with:

- The University's commitment to teaching as the means to facilitate learning;
- The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world; (See Appendix A)

- The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study; and,
- The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare.

Course Requirements and Assessment Strategies:

1. TESTS. There will be four tests consisting of multiple choice and short answer questions, and covering material from the textbook and in-class lectures/activities. The lowest of your four test grades will be dropped from your final grade. The fourth test will occur during our scheduled final exam time, will be cumulative, and may include questions about the group presentations. Each test is worth 100 points.
*Make-up tests will be allowed only when scheduled with the instructor before the day of the test, and then only in rare cases. In the case of *extreme* circumstances, make-up tests will be allowed without prescheduling if you present original official documentation justifying your absence.*
2. ANNOTATED BIBLIOGRAPHY. You will write a 2-3 page annotated bibliography of a research journal article on a specific topic in developmental psychology. Your bibliography will begin with an APA format reference, followed by a detailed summary of the article, and will conclude with an analysis of how the article applies to your career as an educator. Specific topics, acceptable journals, and additional guidelines will be provided. This paper must be posted in your LiveText portfolio, and I must be listed as a "Reviewer" for you to receive credit for this assignment. Rewrites will not be accepted. The annotated bibliography is worth 100 points.
3. HOMEWORK ASSIGNMENTS. There will be 7 homework assignments, each worth 14 points. You will receive 6 points for turning in your homework on time, and up to 8 more points for correct responses.
4. GROUP PRESENTATION. Working with three or four of your classmates, you will develop a short creative presentation on a topic in development. These presentations will be given in class. See handout for guidelines for this assignment. This presentation is worth 100 points.
5. INTEREST QUESTIONS. You can earn 2 points for giving me a note by the end of the first week with a question about human development that interests you. You must have your name on the note so I can give you credit.
6. TIMELY SUBMISSION OF ALL ASSIGNMENTS.
 - Assignments are considered on time if submitted to me or the Psychology Department secretary (and time stamped) by the end of the business day (5:00).
 - Assignments are considered late if they are submitted after 5:00 on the due date, and may be docked 5 points per calendar day.
 - Prior arrangements made with me for late assignments will not be docked points. If you have an *exceptionally* good reason why you need to submit an assignment late, you may discuss this with me at least one week prior to the due date.

Grading:

Assignment	Points Possible
Best 3 of 4 Tests	300
Annotated Bibliography	100
Group Presentation	100
Homework Assignments	98
Interest Question	2
TOTAL	600

EXTRA CREDIT: You may earn up to 12 extra credit points to help improve your grade. These points may be earned as follows:

- Volunteer as a participant in a Psychology Department research project. Sign up for these on the bulletin board on the 4th floor of the Psychology building, across from the stairwell.
- Attend up to four free counseling sessions at the Community Psychological Services Center (963-2501) in the Psychology Building, room 118.
- Observe in the Ellensburg School District Developmental Preschool up to two times. See class website for details.

Each extra credit activity is worth 3 extra credit points. All extra credit slips must be submitted to the instructor by Friday, June 10. **NO EXCEPTIONS!**

Grades will be assigned based on the following distribution of total points:

A	558-600	93% and up	C	438-461	73%
A-	540-557	90%	C-	420-437	70%
B+	522-539	87%	D+	402-419	67%
B	498-521	83%	D	378-401	63%
B-	480-497	80%	D-	360-377	60%
C+	462-479	77%	F	359 and below	Below 60%

Course Policies/Expectations:

1. Courtesy and respect are basic expectations in any interpersonal interaction.
 - Please do your best to arrive on time and prepared, and to stay for the entire class period. If you are late, please enter the room quietly and find a seat without disrupting the class. I consider leaving early to be very disrespectful unless you discuss it with me prior to the start of class.
 - Please use “grandparent” manners during class; i.e., if you wouldn’t do it while visiting with your grandparents, don’t do it here. Be quiet while others are talking or concentrating (no chatting and/or making noise), and be respectful (no rude or derogatory comments). Questions, relevant comments, and jokes are welcome!
2. I will accommodate those students with special needs who present documentation from CWU’s Disability Support Services (963-2171).
3. Consistent attendance is important to your learning, as class activities will vary from day to day. If you miss a class it is your responsibility to get notes from a classmate.

4. If you believe your test or assignment has been graded incorrectly or unfairly, you must provide written justification, and include class materials (notes or text pages) to support your belief.
5. **ACADEMIC DISHONESTY:** Cheating or plagiarizing (claiming the written work of another person as your own or failing to give credit to the actual author) will result in an automatic “F” grade on the test or assignment. In addition, the student may be referred to the Vice President for Student Affairs office for disciplinary action.
6. Handouts and other items will be posted on our class website. Please check there for documents you need before asking me.

Tentative Class Schedule:

<u>Date</u>	<u>Topic/ Assignments</u>	<u>Chapters</u>
T 3/29	Introduction to lifespan development	Ch. 1
R 3/31	Theories of development	Ch. 2
F 4/1	Research in development <u>DUE: Interest Question</u>	Ch. 2
M 4/4	Heredity and environment <u>DUE: Group Presentation Proposals</u>	Ch. 3
T 4/5	Prenatal development	Ch. 3
R 4/7	Physical development from 0-2	Ch. 4
F 4/8	Physical development from 0-2 <u>DUE: Homework #1</u>	Ch. 4
M 4/11	Cognitive/language development from 0-2	Ch. 5
T 4/12	Cognitive/language development from 0-2	Ch. 5
R 4/14	Psychosocial development from 0-2	Ch. 6
F 4/15	Psychosocial development from 0-2, Review for Test #1 <u>DUE: Homework #2</u>	Ch. 6
M 4/18	<u>TEST #1</u> (ch. 1-6)	
T 4/19	Physical development in early childhood	Ch. 7
R 4/21	Cognitive/language development in early childhood	Ch. 7
F 4/22	Cognitive/language development in early childhood <u>DUE: Homework #3</u>	Ch. 7
M 4/25	Psychosocial development in early childhood <u>DUE: Annotated Bibliography</u>	Ch. 8
T 4/26	Physical development in middle childhood	Ch. 9
R 4/28	Cognitive development in middle childhood	Ch. 9, Abbeduto & Elliott
F 4/29	Cognitive development in middle childhood <u>DUE: Homework #4</u>	Ch. 10
M 5/2	Psychosocial development in middle childhood	Ch. 10

T 5/3	Psychosocial development in middle childhood	Ch. 10
R 5/5	Physical development in adolescence	Ch. 11
F 5/6	Cognitive development in adolescence	Ch. 11
	<u>DUE: Homework #5</u>	
M 5/9	Cognitive development in adolescence	Ch. 11
T 5/10	Psychosocial development in adolescence	Ch. 12
R 5/12	Psychosocial development in adolescence, Review for test#2	Ch. 12
F 5/13	<u>TEST #2</u> (ch. 6-12)	
M 5/16	Physical development in young & middle adulthood	Ch. 13, 15
T 5/17	Cognitive development in young & middle adulthood	Ch. 13, 15
R 5/19	Psychosocial development in young & middle adulthood	Ch. 14, 16
F 5/20	Psychosocial development in young & middle adulthood	Ch. 14, 16
	<u>DUE: Homework #6</u>	
M 5/23	Physical development in late adulthood	Ch. 17
T 5/24	Cognitive development in late adulthood	Ch. 17
R 5/26	Psychosocial development in late adulthood	Ch. 18
F 5/27	End of Life, Review for Test #3	Ch. 19
	<u>DUE: Homework #7</u>	
M 5/30	NO CLASS Memorial Day	
T 5/31	<u>TEST #3</u> (ch. 13-19)	
R 6/2	GROUP PRESENTATIONS	
F 6/3	GROUP PRESENTATIONS	
T 6/7	<u>TEST #4 12-2 pm</u> (cumulative)	

FOR YOUR CONSIDERATION:

1. The early bird catches the worm.
(Those who discuss their concerns promptly tend to get better satisfaction than those who wait)
2. Extra credit activities are hard to find during finals week.
3. Life does not have a rubric.

**Adherence to the Conceptual Framework, CTL Standards, and WAC Standards covered in
PSY 314, Human Development and the Learner (4 credits)**

Adherence to the Conceptual Framework: Teachers as Facilitators of Learning in a Diverse World: Central Washington University's Teacher Training Program is committed to preparing teachers to serve as facilitators of learning in a diverse world. As part of that preparation, teachers complete a strand of courses that enables them to become masters of the art and science of teaching. Psychology 314 is one course in the strand and addresses two of its goals.

T-8: Relates theories of human growth and development to the learning process and takes that knowledge into account in facilitating learning.

Objectives:

1. The student will describe overall considerations of human growth and development across the life span, including the impact of hereditary and environmental influences and normative and non-normative influences.
2. The student will describe aspects of physical development that Impact the learner's functioning, Including changes associated with puberty and the aging process as well as the impact of physical disabilities and illness.
3. The student will describe aspects of social/emotional development that impact the learner's functioning, including temperament differences, attachment patterns, self-esteem, social skills, and parenting styles.
4. The student will describe aspects of cognitive development that impact the learner's functioning, including changes in Informational processing, Piagetian stages of cognitive development, changes in role-taking ability, and moral reasoning.
5. The student will describe aspects of psychomotor development that Impact the learner's functioning, including attainment of psychomotor milestones and development of athletic skills.
6. The student will describe aspects of language development that impact the learner's functioning, including the development of prelinguistic and linguistic skills and the development of social speech.
7. The student will describe major theoretical approaches to human development, including the theories of Erikson and Piaget.
8. The student will describe developmental perspectives and research methods used in the study of human growth and development across the life span.

T-9: Explains ways in which culture, ethnicity, gender, personality and disability can affect the learning situation, and demonstrates ways in which the academic and social challenges presented by diverse learners can be effectively accommodated.

Objectives:

1. The student will develop strategies for assessing the child's culture.
2. The student demonstrates knowledge of issues related to cultural, ethnic, gender, political, physical and personality diversity in the nation's schools.
3. The student describes the influence of discriminative curriculum.
4. The student describes the influence of discriminative expectations.
5. The student describes the influence of discriminative teacher behaviors.
6. The student evaluates curriculum and practice to determine discriminative aspects.

7. The student describes procedures to utilize cultural differences to enhance learning.

Psychology 314 also addresses the following CTL standards in Domain I: Evidence of Candidate Learning:

- 1.1.3 Candidate will demonstrate in-depth understanding of inquiry, critical analysis, and synthesis of subject matter
- 1.2.2 Candidates demonstrate multiple explanations and effective instructional strategies so that all students can learn content.
- 1.3.3 Candidates demonstrate knowledge of how students learn.
- 1.3.4 Candidates demonstrate an ability to consider school, family, and community contexts in connecting concepts to students' prior experience and applying ideas to real-world problems.

In addition, Psychology 314 addresses the following WAC requirements for preparation of educators:

Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they...

WAC 181-78A-270 (1)(e)

... acquire and apply knowledge about theories of human development and learning.

WAC 181-78A-270 (1)(f)

... acquire and apply knowledge about inquiry and research.

WAC 181-78A-270 (1)(l)

... acquire and apply knowledge about research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

WAC 181-78A-270 (1)(m)

... acquire and apply knowledge about different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.

WAC 181-78A-270 (1)(o)

... acquire and apply knowledge about effective instructional strategies for students at all levels of academic abilities and talents with an awareness of the influence of culture and gender on student learning.

PSY 314 LiveText Annotated Bibliography Rubric (23 Points Total)

	0 Points	1 Point	2 Points		
Journal Article	Does not meet criteria		Meets all criteria		
APA Reference	Multiple features of APA format are incorrect, or format does not follow APA style.	APA format is flawless, or only minor errors			
<u>Mechanics and Grammar</u>	Spelling, punctuation, capitalization and/or grammatical errors are frequent and detract substantially from the communication.	Multiple spelling, punctuation, capitalization and/or grammatical errors are evident but do not detract substantially from the communication.	No or very few spelling, punctuation, capitalization and/or format errors.		
<u>Organization</u>	Presentation is so illogical and disordered that the meaning of the communication is unclear.	Minimal organization and logical presentation.	Writing is logical, orderly, internally consistent, and well developed.		
	0 Points	2 Points	4 Points	6 Points	8 Points
<u>Content</u> CWU-CTL: 1.1.3, 1.2.2, 1.3.3 WAC 181-78A-270: 1.e, 1.f, 1.1	Summary lacks major aspects of the article content and/or includes plagiarism.	Summary is too brief to accurately reflect the content of the article.	Summary somewhat inaccurate and/or missing multiple details of the article's content.	Summarizes content accurately, but lacks a few details.	Article is clearly and effectively summarized so that the reader has a good understanding of its contents.
<u>Analysis/ Application</u> CWU-CTL: 1.1.3, 1.2.2, 1.3.3, 1.3.4, 1.5.2 WAC 181-78A-270: 1.e, 1.1	Analysis is absent.	Analysis of how the article applies to one's role as an educator is minimal.	Analysis of how the article applies to one's role as an educator is unclear or not well developed.	Analysis of how the article applies to one's role as an educator is clear, but lacks detail.	Analysis of how the article applies to one's role as an educator is clear, detailed, well developed and thoughtful.