FOUNDATIONS PROGRAM **Summer 2011**

HDFR 110-23
Human Growth and Development
Class Location: Hirt M205
Office: Cohen Health Center

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Course Description

This course is designed to provide students with an overview of human development across the life-span from conception through death. The course offers a survey of developmental milestones and issues at each stage of life attending to the physical, cognitive, social, emotional, spiritual, and psychological growth of the individual. Students will be given the opportunity to introspectively access their own life experience as a means of integrating the course material. Lecture and class discussion will provide the forum for students to learn and develop the skills to both understand themselves and others in light of developmental theory.

Outcomes

Students will:

- Identify major developmental periods of the life-span and articulate the significant milestones and issues associated with each stage of development.
- Recall and analyze research data which distinguish healthy/normal development versus atypical/abnormal development.
- Identify the implications of early developmental successes and failures on future development.
- Examine their own continuing process of development through use of introspective reflection which incorporates and demonstrates and understanding of developmental theory.
- Engage in self-examination with regards to developing a greater self-awareness of the developmental implications of vocational choice.
- Demonstrate an appreciation of the developmental similarities and differences of each stage of development.
- Develop an understanding of historical and cultural differences in human growth and development.

Textbook

Santrock, J. (2008-12). Essentials in Life-span development, 2nd ed. New York: McGraw-Hill.

Course Requirements

Exams: There will be three multiple choice exams. Together the exams will be worth 150 points. Each exam will be based on class lecture and assigned readings. Students may prepare a two-page (8.5x11) study guide that they may use during the exam. Students may collaborate to prepare a study guide. Students are expected to be present for each exam. Students absent for an exam must present a note from a doctor or clear the absence 24 hours prior to the exam. Unexcused absences may result in the loss of two letter grades on the make-up exam.

Papers: All papers should be double-spaced and 12 point type. Late papers will lose ten percent for each day the paper is late. Students absent from class the day a paper is due are still required to submit the paper on the due date through arrangements with a classmate or friend or as a file attachment. If you anticipate having difficulty submitting your work on time please discuss this with me before the due date.

Significant Memories (5 pages). 50 pts. In this paper you will write about significant memories associated with four (4) different stages of Erickson's psychosocial stages of development. For each stage you choose briefly describe the task of Erickson's stage, write an account of your memory associated with the psychosocial stage of development, and relate the impact the memory has had on your development. This is a reflective paper which should take you some time to consider. Your life is your primary resource. Stages could include four (4) of the following stages:

Trust vs. mistrust (first year)
Autonomy vs. Shame and doubt (infancy)
Initiative vs. Guilt (preschool)
Industry vs. inferiority (elementary school)
Identity vs. identity confusion (adolescence)
Intimacy vs. isolation (early adulthood)
Generativity vs. stagnation (middle adulthood)
Integrity vs. despair (late adulthood)

Papers will be graded on your brief synopsis of the stage of development, the connection you make between the remembered event and the stage of development, and the reflective quality of your discussion about the importance of this life event in your development. Be sure to include an introduction and conclusion in your paper.

Reaction Paper & Review of Movie (3 pages) 25 pts. each
We will watch approximately twelve movies that illustrate the concepts we cover in class. Choose one from each developmental period to review and write a review and an opinion of the movie. This means you will be writing 4 movie reviews. Is the movie relevant to the developmental stage it addresses? How so? Assess your own experiences in relation to the topic covered in the movie. Do you think others would benefit from seeing the movie? Why or why not? Due the following week.

Participation: Due to the expanse of material covered in this class, attendance is required. Students are expected to *actively* engage the reading and lecture material by asking questions, offering insights, challenging viewpoints, taking notes, and participating in class discussion. Participation grade is also based on appropriate classroom behavior e.g. speaking politely to instructor and each other, raising your hand if you have a question, and not monopolizing classroom discussion etc. Disruptions to the class after having one corrective intervention by the instructor will result in loss of participation points for that class. Ideally, you should read the text book chapter both before and after the lecture. Academic honesty is expected from all students at all times. Students are expected to abide by the college's academic honesty policy with special attention to issues of plagiarism.

Attendance at all classes and attentive participation	30
Attendance at 13/14 classes and attentive participation	25
Attendance at 12/14 classes and attentive participation	20
Attendance at 11/14 classes and attentive participation	15
More than three absences	0

Grading

• Exams	200
• Paper - Significant Memories	50
• Reaction Papers	25 each
• Participation	30
Total	380

Syllabus is subject to change. This provides a rough idea of class material and progression

Class Schedule

Date	Topic	Due	Read
July 11	Review syllabus, Introduction, Theories of Development 2 Films		Ch. 1
July 12	Biological Beginnings *Inside the Womb*		Ch. 2
July 13	Physical and Cognitive Development in Infancy *Childhood Films:* Infant Development		Ch. 3
July 14	Socioemotional Development in Infancy Study for exam—create study guide		Ch.4
July 15	Exam Chapters 1-4//*Childhood Films*		
Week 2			
July 18	Physical and Cognitive Devel. Early Childhood *Raising Cain—watch and begin review*		Ch. 5
July 19	Socioemotional Development in Early Childhood Turn in *Raising Cain* review.		Ch. 6
July 20	Middle Childhood Movie: *Born Into Brothels*		Ch7-8
July 21	Socioemotional Development in Middle/Late Childhood Study for exam		Ch. 8
July 22	Exam Chapters 5-8. Movie: *Supersize Me*		
Week 3			
July 25	Adolescence Movie: *The Truth About Suicide*		Ch. 9-10
July 26	Young Adulthood Movie: *Spin the Bottle*		Ch.11-12
July 27	Topics in Middle & Late Adulthood Movie: *Tuesdays with Morrie*/work on paper		
July 28	Final Exam Chapters 9-12 Movie: *Away from Her*		
July 29	Significant Memories Paper Movie: *The Undertaking*		

Grading Scale

350-380	A	92%
331-349	B+	87%
315-332	B	83%
296-314	C+	78%
277-295	C	73%
258-276	D+	68%
239-257	D	63%
<238	F	<63%

Films from which you can choose to review:

Any of the "Great Expectations" films.

Nova's "Life's First Feelings"

"Supersize Me"

"Born Into Brothels"

"Spin the Bottle: Sex, Lies, & Alcohol"

"The Truth about Suicide"

"Brain Fitness"

"Tuesdays with Morrie"

"Away from Her"