

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

EDCD 525 001

Advanced Human Growth and Development

Fall 2005

Wednesday, 7:20 PM – 10:00 PM

Robinson Hall (R) A208

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites: none

B. Description: Advanced Human Growth and Development covers human development throughout the life span, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement. The course will examine major theories of human development while discussing and critiquing them in terms of application to educational and counseling practice. Special attention will be given to multi-cultural issues and the implications and influences of these issues to the understanding of human development.

NATURE OF COURSE DELIVERY:

(Lecture, in class discussion, observations/interviews, cooperative learning groups, readings, and literature research)

STUDENT OUTCOMES:

This course is designed to enable students to:

1. Demonstrate knowledge and understanding of the major developmental theories related to human growth and development, personality development and learning theory.
2. Demonstrate an appreciation for the varieties of cultural experience and the influence of such experience upon human development.
3. Be able to describe human development across the life-span; including pre-natal, infancy, early & middle childhood, adolescence, early and middle adulthood, and late adulthood.

4. Apply human developmental theory to practical concerns of counselors and educators.
5. Evaluate and critique developmental theories from a cross-cultural and multi-cultural perspective.
6. Understand research methodologies used in the study of human development.
7. Knowledgeably address human growth from the standpoint of cognitive, language, physical, social, moral and intellectual development.

PROFESSIONAL STANDARDS:

EDCD 525 fulfills the requirements of the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, Council for the Accreditation and Related Educational Programs (CACREP), and American Counseling Association (ACA) Code of Ethics.

REQUIRED TEXT:

Broderick, P.C. & Blewitt, P. (2003). *The life span: Human development for helping professionals*. (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

RECOMMENDED TEXT:

American Psychological Association. (2005). *Concise Rules of APA Style: The official Pocket Style Guide from the American Psychological Association*. Washington, DC: Author.

COURSE REQUIREMENTS and PERFORMANCE-BASED ASSESSMENT

A. Requirements

1. Attendance at each class: Students should notify the professor at the beginning of the semester if there will be an unavoidable absence during the semester. More than one (1) 'unexcused' absence will affect class grade. Students are expected to be on time unless prior arrangements are made with the professor.
2. Class Participation: Students are expected to actively participate in class discussions and activities.
3. Readings: Students are expected to read the assigned readings for each class period and be prepared to discuss what was read.
4. Papers and reports should be typed using APA (5th ed.) style.

B. Performance-Based Assessments

1. Assignment 1: Group presentations on a human growth and development theory. Assignments will be made in class. (group grade 15%, individual grade 5%)

2. Assignment 2: (Observation of Children) Observe a group of children between the ages of 5 years and 10 years (all approximately the same age). Students should observe behaviors of children and make notes of what is observed. The observation should be in a setting where children interact naturally (e.g. classroom, playground, lunchroom, group activity, etc) and should be at least 45 minutes in duration. Students will prepare a brief report (2-3 pages typed) in which they will reflect on and analyze what is observed using one or more of the developmental theories covered in this course. Students should secure permission from the supervising official (e.g. school principal, teacher, etc) before doing the observation. A permission form is available on 'blackboard.' Observation in a public area such as a mall will not require permission. 15%)

Assignment 3: (Adolescent Interview) Students will interview an adolescent (age 13 – 18). Permission should be secured from the child's parent (if the child is under 18) prior to the interview. Questions for this interview will be developed as a part of class activity. Prepare a 3-4 page paper reflecting on the interview using one or more of the developmental theories covered in the course. The interviewee's name should be kept confidential. (15%)

Assignment 4: (Research Paper) Students will prepare a research paper in which a topic of relevance to human growth and development is researched using peer refereed journals. The student should pay special attention to how issues of culture come to play in the issue under investigation. Magazine or newspaper articles may only be referenced in the introductory section of the actual paper and no more than one internet reference should be used. Students should utilize at least six (6) peer refereed journal articles that have been written within the last 15 years. The paper should be no more than 8 pages (APA Style) not including title and reference page. The student will turn in a one-page **abstract on Oct 19th** in which the topic will be introduced for approval by the professor. At least two journal articles pertinent to the research topic should be referenced in the abstract (include reference page in proper APA format). (30%)

Assignment 5: (Final Quiz) A final quiz will be given covering specific material specified by the instructor prior to the quiz. Quiz material will be given 2 weeks prior to the final quiz and will cover basic terms and concepts important to human development. (10%)

Grading

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Assign, 1 Group Presentation	20	Sign up in class
Assignment 2 (child obs)	15	Oct. 12
Assignment 3 (Adoles. Inter)	15	Nov 2
Assignment 4 (Res Paper)	30	Nov 16 (abstract due Oct 19)
Assign. 5 Final Quiz	10	Dec 7
<u>Attendance & Participation</u>	<u>10</u>	-----
Total	100	

C. “blackboard”

Class lecture outlines, assignment guidelines, extra readings, grading rubrics, and permission forms can be found on ‘blackboard’ website. Please check the site before coming to each class for announcements. You may print out lecture outlines prior to coming to class if you desire. Lecture outlines will not be handed out in class.

‘blackboard website’: <http://blackboard.gmu.edu/>

E. Grading Scale

A = 96%-100%, A - = 91%-95%, B+ = 86% - 90%, B = 81% - 85%, C+ = 78% - 80%, C = 74% - 77%, C- = 71% - 73%, F = 70% or below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for elaboration of these dispositions.

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of a learning community
- Commitment to democratic values and social justice

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE

Date	Topic	Readings	Assignment
8-31	Course Introduction and Syllabus		
9-7	Overview of Human Development	B & B Chap. 1	
9-14	Genetics & Prenatal Development	B & B Chap. 2	1 st Group Presentation
	Infancy	B & B Chap 3	
9-21	Early Childhood	B & B Chap. 4	2 nd Group Presentation
9-28	Early Childhood, cont.	B & B Chap. 5	3 rd Group Presentation
10-5	Middle Childhood	B & B Chap 6	4 th Group Presentation
10-12	Early Adolescence	B & B Chap. 7-8	5 th Group Presentation Assignment 2 (child observation) due
10-19	Adolescence	B & B Chap 9	Turn in abstract for Research Topic
10-26	Adolescence, cont.	B & B Chap 10	
11-2	Early Adulthood	B & B Chap. 11	Assignment 3 (adoles interview) Due
11-9	Early Adulthood	B & B Chap. 12 See Extra Readings "Faith Development Theory" on 'blackboard'	
11-16	Middle Adulthood	B & B Chap. 13	Research Paper (Assignment 4) Due
11-23	No class		
11-30	Aging and Late Adulthood	B & B Chap. 14	
12-7	Final Quiz & Wrap Up		Share research topic (5 min)