

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Counseling & Development**

**EDCD 525.001 - Spring, 2006**  
**ADVANCED HUMAN GROWTH AND DEVELOPMENT**

**Instructor:** Mittie T. Quinn, Ph.D.  
**Office:** 10470 Armstrong St., Fairfax  
**Phone:** (703) 385-7575 x22  
**Email:** mquinn2@gmu.edu  
**Class Location:** Wednesday, 4:30 – 7:10 PM - Robinson B 205

**Course Description**

Covers human development throughout the life span, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement.

**Note:** There are no prerequisites for this course and you may register for this class as a non-degree student. However, this is Advanced Human Growth and Development and students need to have a strong working knowledge of the basic theories of human growth and development and related issues. The course involves a critique of different theories of human development, culture, lifespan processes, and the relationships among these. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

**Graduate School of Education (GSE) Expectations**

As a student in this department, you are expected to abide by the following guidelines:

You are expected to exhibit professional behavior and dispositions. See Professional Responsibilities: <http://gse.gmu.edu/facultystaffres/profdisp.htm#1> for a listing of these dispositions.

You must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

You 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 this 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Course Delivery**

This course will incorporate lectures, full class and small group discussions, cooperative learning groups, on-line discussions, student presentations.

## **Course Objectives/Student Outcomes**

1. Critique and examine the major theories of human growth and development and their applicability across different cultures.
2. Understand and appreciate the complexities of culture and its influence on human growth and development.
3. Provide a basic framework for understanding the effects of culture on human growth and development throughout the lifespan.
4. Develop the ability to apply human development theories from a cross cultural perspective to practical concerns of counselors and educators.
5. Examine research methodologies used to study human development and assess their validity and reliability. Understand the advantages and limitations of these methodologies for cross cultural studies.
6. Develop an ability to ask meaningful questions about cross cultural development for future research.
7. Develop an understanding cultural influences and human development that will be applicable to the field of teaching, counseling, parenting, etc.

## **Relationship to Courses and Program Goals and Professional Organizations**

Advanced Human Growth and Development is a critical course and relevant to all counseling courses. This class is a core course in the Counseling and Development Program and addresses the program goals and mission and provides a foundation in understanding individuals, families, communities and society and its relation to counseling. The course provides a basis for all the other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives which is a critical component in all areas of counseling.

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

## **Textbooks/Readings:**

### **Required:**

Craig, G. J., & Baucum, D. (2002). Human Development. (9<sup>th</sup> Ed.). Prentice Hall.

Gardiner, H.W., & Kosmitzki, C. (2005). Lives Across Cultures (3<sup>rd</sup> Ed.). Allyn and Bacon.

American Psychological Association (2001). Publication Manual (5<sup>th</sup> Ed.). American Psychological Association. (own or share)

Occasional handouts as noted (related professional articles, etc.)

### **Choose One:**

Erdman, S. (2004). *Nine Hills to Nambonkaha*. New York, NY: Picador.

Hosseini, K. (2003). *Kite Runner*. New York, NY: Riverhead Books.

Kingsolver, B. (1991). *Animal Dreams*. New York, NY : HarperPerennial.

Major, C. (2002). *Come By Here. My Mother's Life*. New York, NY: John Wiley & Sons.

McCourt, F. (1997). *Angela's Ashes : a memoir of a childhood*. London : Flamingo.

Tan, A. (1990). *The Joy Luck Club*. New York : Ivy Books.

## **Assignments**

### **Required Products:**

1. (10%): **Group presentations** of a major theory of human development from a cross cultural perspective (presentation topic and more detailed requirements for the presentation will be assigned in the second class and are available on Blackboard).
2. (5%): **Unit Quiz** Familiarity with the major developmental theorists is essential and thus your familiarity will be assessed in this unit quiz. It will cover information about the major theorists presented in class or in the Craig text. The format will be multiple choice, matching, and T/F. The quiz will cover the same material presented in the pre-test handed out in the first class. (March 1)
3. (15%): **Class Participation**  
This grade will be comprised of the following elements:
  - a. **Attendance** (5%): Classroom participation is a vital part of this course. Due to the amount of material to be covered, class attendance is indispensable and will be recorded weekly. Therefore it is expected that students will attend all classes (which includes arriving on time and staying for the entire class) and participate fully in class discussions and exercises. If students miss more than 1 class without a reasonable excuse (e.g., family emergency, illness with a doctor's certificate) it will affect the participation/attendance grade. My class draws heavily on your interests and preparation.

**Note:** You are responsible for acquiring handouts and/or notes from missed classes. **ALSO NOTE** that it is the policy of the Counseling and Development Department that students missing 2 or more classes without acceptable reasons will not receive a passing grade for the course.

- b. **Reading Responses** (5%) Prior to the beginning of each class, each student is expected to post 1-2 questions and/or comments on Blackboard that relate to the assigned readings (*Weekly*).
  - c. **Journal** (5%): Recognizing and articulating one's own experience is a critical factor in understanding personal perceptions and potential biases. Therefore it is a requirement that you keep a journal during this course in which you will be asked to reflect on your own life history. You should make at least one reflection per class related to the week's topic. In some cases, a particular topic will be assigned, in others it is up to your discretion. These will be submitted on April 26, 2006. You may keep an electronic version if you prefer.
3. (20%): **Developmental Observations:** Students will initiate contact and observe 2 individuals from different life stages (30 minutes each observation). Preferably, one of these should be an infant, toddler, or child younger than 12 years of age. Students should record behaviors observed using objective language and compare behaviors observed to one of the major developmental theorists. Paper should describe consistencies and discrepancies noted (*Rubric on Blackboard*). Analysis portion of the paper should be no longer than 6 pages\*. Observation notes should be attached to paper. Paper is due March 8, 2006.
  4. (20%): **Socialization Comparison:** Students will write a paper identifying similarities and differences in child rearing issues and/or parent and child relationships described in one of the novels (student choice) with their own experiences (*Rubric on Blackboard*). The paper should be no longer than 6 pages\*. The paper is due on April 12, 2006.
  5. (30%): **Research Paper:** Students will write a research paper examining an aspect of human growth and development. Students should select a content area of interest and include critiques and perspectives reflected in recent research. The influence of culture and environment on the topic area must also be discussed. The text of your paper must be no longer than 8 pages (title page, abstract and references are in addition to the 8 pages)\*. The paper should include a review of the literature describing the topic (at least **10 recent journal** references should be cited to demonstrate the thoroughness of your topic review, no websites, book chapters or books). Approximately one-half of the paper should include a critique and personal views of the issue. The paper is due on May 10, 2006.

**Note:** Approval of the research topic is required. Therefore an abstract containing a paragraph (no longer than 100 words) of the research project should be submitted no later than March 1.

\* Assignment due dates are strictly observed. Papers submitted 1 week or more late will be subject to a 10% penalty. All papers must be typewritten in APA (5th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit **does not** include title page, abstract or references.

**Evaluation and Grading:**

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Assignment 1: Group Presentation	10	2/15 & 2/22/06
Abstract	-	3/1/06
Unit Quiz	5	3/1/06
Assignment 3: (Observations)	20	3/8/06
Assignment 4: (Socialization)	20	4/12/06
Assignment 5: (Research)	30	5/10/06
Participation	10	Ongoing
Journal	<u>5</u>	Keep current - submit 4/26
	100	

Grading Policy:

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Rubrics and samples for the 3 major assignments are posted on Blackboard. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late papers receive a 10% penalty.

**Grading Scale**

A=97-100; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70.

<u>Date</u>	<u>Topic</u>	<u>Assignments (Due on this date)</u>
Class 1 Jan 25	Culture and Human Growth and Development Syllabus Presentation Get acquainted exercise Preview/Pre-test	
Class 2 Feb 1	Cultural Theories and Worldviews Historical and Contemporary Perspectives	Craig pp 4-17 Gardiner Ch. 1 <i>Journal: My Personal Ecomap</i>
Class 3 Feb 8	Neurological/Biological Development Methodology and Research Issues	Craig pp 17-33 & Ch. 3 Gardiner pp 36-45

Class 4 Feb 15	Developmental Theories: Cross Cultural Perspectives <b>Group Presentations</b>	Craig Ch. 2 Gardiner pp 17-35 & Chap 11
Class 5 Feb 22	Developmental Theories: Cross Cultural Perspectives (continued) <b>Group Presentations</b>	Gardiner Ch. 3
Class 6 Mar 1	Unit Quiz (Assignment 2) Prenatal Development/Childbirth Infancy and Toddlerhood	Prepare for quiz Craig Ch. 4-5-6 <i>Journal "Story" of your birth"</i> <b><u>Abstract Due</u></b>
Class 7 Mar 8	Early and Middle Childhood Physical and Cognitive	Craig Ch. 7 & 9 Gardiner Ch. 5 <b><u>Observations Due</u></b>
<b>***** NO CLASS – SPRING BREAK *****</b>		
Class 8 Mar 22	Early and Middle Childhood Culture, Family & Socialization	Craig Ch. 8 & 10 Gardiner Ch. 6
Class 9 Mar 29	Adolescence Culture & Socialization Guest Lecturer: Gender Identity Development	Craig 11-12 Gardiner Ch. 7
Class 10 Apr 5	Power/Privilege and Human Growth and Development Adolescence	Handout Gardiner Ch. 8 <i>Journal: The influence of privilege in my life</i>
Class 11 Apr 12	Young Adulthood Cultural Aspects of Physical Growth and Development, Language and Cognition	Craig 13-14 Gardiner Ch. 9 <b><u>Socialization Paper due</u></b>
Class 12 Apr 19	Middle Adulthood Roles and Responsibilities	Craig 15-16
Class 13 Apr 26	Older Adulthood – Guest Speaker Culture and Aging Death and Dying	Craig 17-18-19 <b><u>Submit journal</u></b> <i>Journal: What are the rituals for death in your cultural experience?</i>
Class 14 May 3	Culture and Health	Gardiner Ch. 10
Finals Week May 10		<b><u>Research Paper Due</u></b>