

George Mason University
Graduate School of Education

EDCD 525 Section 002
Advanced Human Growth and Development
Spring 2004
Thursday 7:20 p.m. – 10:00 p.m.
Robinson A205

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Course Description

Advanced Human Growth and Development explores human development across the life span from a cross-cultural perspective. Because the course is an advanced course, it is assumed that students already possess a basic knowledge and understanding of human development. With an emphasis on cultural influence, key developmental topics such as adolescence, stages of adulthood, and aging are examined, along with special issues related to human growth and development. Participation in the course requires students to examine their own development, past and present, and to identify relevant cultural influences.

Student Competencies/Outcomes

Through readings, lectures, class discussions and assignments, students will gain the following competencies:

1. An understanding of the complexities of culture and its influences on human growth and development.
2. The ability to describe human development across the lifespan.
3. The ability to critique and compare basic theories of human growth and development.
4. The ability to apply human development theories, from a cross cultural perspective, to offer consultation services in addressing developmental problems with clients, students, and parents.
5. An understanding of research methodologies used to study human development.

Relationship of Course to Program Goals and Professional Organizations

Advanced Human Growth and Development is relevant to all counseling courses. The class is a core course in the Counseling and Development Program as it provides a context for promoting positive change in individuals, families, communities, schools, and agencies. In a growing multicultural society, students' professional competence is increased through a broad survey of cultural, social, and environmental factors related to human development.

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

American Psychological Association (2001). *Publication manual* (5th ed.). Washington, DC: American Psychological Association.

Craig, G.J., & Baucum, D. (2002). *Human development* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

Gardiner, H.W., & Kosmitzki, C. (2002). *Lives across cultures: Cross-cultural human development* (2nd ed.). Boston: Allyn and Bacon.

Additional Required Reading

Tan, A. (1989). *The joy luck club*. New York: Ivy Books.

Method of Instruction

Class meetings are a time for integration and application of student readings and prior experiences. The class will include some or all of the following: lecture, small and/or large group discussions, videotapes, and various inquiry-based learning methods. Your professional and personal opinions are welcomed during each class meeting and are considered a part of the course curriculum. Students are encouraged to play an active role in the facilitation of class discussions.

My teaching style is characterized by encouraging the learning "process." I place value on students' ideas and the personal and professional relevance of course material for each student. Curriculum is purposefully developed to allow each student, and the group as a whole, to create meaning and evaluate the learning process for him or herself. Through this method, I believe that students will not only acquire knowledge, but they will also gain personal awareness and understand the relevance of the course material to their own personal and professional development. This process may be disconcerting to students with structured learning styles and specific classroom expectations. I encourage students to feel free to express to me any discomfort or dissatisfaction they experience throughout the course.

Course Requirements/Assignments

1. Quizzes (25 pts), Midterm Exam (50 pts), Final Exam (100 pts)

Competencies two, three, and four will be evaluated through quizzes, a mid-term exam, and a final exam. To assess students' comprehension of course material (from readings and lectures), five (5) quizzes worth 5 points each will be given throughout the semester. Quizzes will be unannounced and will be given at any time during the class period, at the instructor's discretion. **Students who are not present at the time the quiz is administered will not earn credit for the day's quiz. There are no make-ups.**

Additionally, students will be asked to apply, analyze, and evaluate course material on a midterm exam and a final exam. The exams will include multiple choice, fill in the blank, and short answer and/or essay questions. **The midterm exam is 3/4/04. The final exam is 5/6/04.**

2. Cross Cultural Interviews (75 pts)

Competency one will be evaluated through the completion of cross-cultural interviews. To examine the impact of culture on human growth and development, students will initiate contact with and interview two (2) adults from different ethnic, racial, and cultural backgrounds. The interviewees must also be from a different ethnic/cultural background than the interviewer (i.e. if you are White or African American you cannot interview another White or African American for this assignment.) Students will:

- (1) Discuss in a 5-6 page paper similarities and differences in aspects of development between the two adults interviewed, **paying particular attention to the role of culture**
- (2) Students will develop an interview guide using open-ended questions that generate the collection of rich information about cultural similarities and differences. Asking a question such as "what is your favorite color?" does not inform the student or the instructor about the interviewees' development within a cultural context. The same interview guide should be used with both interviewees and students will submit a copy of the guide with their assignment. The assignment should include a title page. **Assignment is due by 7:20 p.m. on 2/12/04.**

3. Socialization Comparison (50 pts)

To explore parent-child relationships from a cross cultural perspective, students will read *The Joy Luck Club* and write a 3-4 page paper that identifies the similarities and differences between the mother/daughter relationships in the book and their own relationships with their parent(s) or primary caretaker(s). The assignment is **NOT** a book review, summary of the book, or student commentary about the book. The assignment should include a title page and a reference page. **Assignment is due by 7:20 p.m. on 4/15/04.** This assignment will also be used to evaluate competency one.

4. **Research Study (25 pts)**

Competency five will be evaluated by designing a research study. To assess students' understanding of common research methodology applied in the study of human development, students will develop a research study that examines an aspect of human development. In 2-3 pages students will present a research question and formulate a research design that discusses the appropriate methods for implementing the study. The instructor will provide a format for the study. **Assignment is due by 7:20 p.m. on 3/25/04.**

5. **Class Participation and Attendance (15 pts)**

Classroom participation and attendance is a vital part of the course. We will all learn more about human growth and development, including our own development, by talking and listening to each other. Student attendance is requested at all class meetings. **More than two absences will result in one letter grade drop.** If a student knows in advance that he or she will be absent on more than two occasions, it is in the student's best interest to take the course during the following semester.

IMPORTANT CLASS NOTES:

- ALL class assignments should be submitted to the instructor electronically via Blackboard's Digital Drop-box. Assignments submitted through any other method will not be accepted. The instructor will provide directions on how to use Blackboard.
- **The deadline for all assignments is strictly observed.** Late assignments will be penalized 15 points the first day and 25 points the second day. Assignments more than two days late will not be accepted. Late assignments will be returned at the instructor's earliest convenience.
- All papers must be typewritten in APA (5th ed.) format, using 12 pt. Times New Roman font. Papers that are not in APA format, do not use the correct font, and/or are over or under the page limit will be penalized. The page limit does NOT include the title page or references (See pages 8-9).
- All assignments will be graded as follows: 20% = mechanics (i.e. spelling, grammar, APA format, paper length); 80% = content and adherence to assignment guidelines/directions (i.e. thoroughly addressing each component of the assignment, organization, clarity and expression of thoughts and ideas) See pages 8-9.
- The GSE requires students to activate their GMU e-mail account at <http://mail.gmu.edu>. Course information from the instructor, as well as important university information will be sent to students' GMU address. If students use another e-mail address as their primary contact it is the students' responsibility to have GMU mail forwarded to the primary account.

Evaluation and Grading

<u>Assignment</u>	<u>Points</u>	<u>Grading</u>
Quizzes	25	306-340 = A
Midterm	50	272-305 = B
Cross Cultural Interviews	75	238-271 = C
Socialization Comparison	50	205-237 = D
Research Study	25	204 and below = F
Final Exam	100	
Participation and Attendance	15	
TOTAL POSSIBLE POINTS	340 points	

Honor Code

The application of the George Mason University Honor Code, as stated in the University Catalogue and on the website at www.gmu.edu, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

Special Accommodations

Any students who need special accommodations should see the instructor immediately to make arrangements at the beginning of the semester.

Cell phones and pagers should be turned off or placed on silent or vibrate settings during class time.

Course Schedule and Assignments

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Class 1 1/22/04	Introduction and Overview	CB 1 (pp 1-17) & GK 1
Class 2 1/29/04	Major Theories of Development	CB 2 & GK 2 (pp 17-36)
Class 3 2/5/04	New Beginnings Video – World Birth Day	CB 3-4
Class 4 2/12/04	Infants and Toddlers	CB 5-6 & GK 4 Interviews
Class 5 2/19/04	Early Childhood	CB 7-8 & GK 5
Class 6 2/26/04	Middle Childhood	CB 9-10 & GK 6
Class 7 3/4/04	Midterm	
Class 8 3/11/04	SPRING BREAK NO CLASS	
Class 9 3/18/04	Research in Human Development	CB 1 (pp 17-35) & GK 2 (pp 36-47)
Class 10 3/25/04	Adolescence	CB 11-12 & GK 7 Research Study
Class 11 4/1/04	Young Adulthood	CB 13-14 & GK 8
Class 12 4/8/04	Middle Adulthood	CB 15-16 & GK 9
Class 13 4/15/04	Older Adulthood	CB 17-18 The Joy Luck Club
Class 14 4/22/04	Mental Disorders, Health and Culture	GK 10
Class 15 4/29/04	Death and Dying	CB 19

Class 16
5/6/04

Final Exam
LAST DAY OF CLASS

Assignment Rubric/Requirements

To be ELIGIBLE for all points, your assignments must reflect/include/address each of the following:

Cross Cultural Interviews (75 points)

1. Interviewees are from different ethnic and cultural backgrounds, and are of a different ethnic and cultural background than the interviewer (you) **(5 points)**.
2. Paper includes a title page in correct APA 5th ed. format **(3 points M)**.
3. Paper is at least 5 pages and no more than 6 pages total (the page limit does not include the title page.) **(3 points M)**.
4. Paper is typed, double-spaced, in 12 pt, Times New Roman font **(4 points M)**.
5. Paper is well organized with an intro paragraph, body, and a summary or closing paragraph. A paragraph includes at least four sentences **(5 points)**.
6. Each paragraph in the body addresses/discusses/compares the cultural similarities **and** differences between the two interviewees. If there are no cultural differences related to a specific aspect of the interviewees' development, the writer makes this point clear in the respective paragraph **(35 points)**.
7. The influence of culture is the preeminent theme throughout the paper. The writer communicates the role culture plays in the similarities and differences described **(10 points)**.
8. Interview questions are designed to yield culturally relevant information **(3 points)**.
9. Writer submits a copy of the interview guide with the assignment **(2 points)**.
10. Writer thoroughly proofreads and edits paper. There are no more than 2 typos and each page is formatted correctly **(5 points M)**.
11. Assignment is submitted on time and in the correct manner (See Important Class Notes on page 4 regarding late assignment penalties.)

Socialization Comparison (50 points)

1. Paper includes a title page and a reference page in correct APA 5th ed. format **(2 points M)**.
2. Paper is at least 3 pages and no more than 4 pages total (the page limit does not include the title page or the reference page.) **(2 points M)**.
3. Paper is typed, double-spaced, in 12 pt, Times New Roman font **(2 points M)**.
4. Paper is well organized with an intro paragraph, body, and a summary or closing paragraph. A paragraph includes at least four sentences **(3 points)**.
5. Each paragraph in the body addresses/discusses/compares the cultural similarities **and** differences between the mother/daughter relationships in the book and your own relationship with your parent(s) or primary caretaker(s). If there are no cultural similarities between your relationship(s) and those in the book, the writer makes this point clear in the respective paragraph **(20 points)**.
6. Writer includes at least 4 situations from the book upon which comparisons and contrasts are made **(4 points)**.
7. Writer does not use the assignment to provide a summary, or recap, of the book **(5 points)**.
8. The influence of culture is the preeminent theme throughout the paper. The writer communicates the role culture plays in the similarities and differences described **(8 points)**.
9. Writer thoroughly proofreads and edits paper. There are no more than 2 typos and each page is formatted correctly **(4 points M)**.
10. Assignment is submitted on time and in the correct manner (See Important Class Notes on page 4 regarding late assignment penalties.)

Research Study (25 points)

1. Paper is at least 2 pages and no more than 3 pages total (no title page or reference page required) **(1 point M)**.
2. Paper is typed, in 12 pt, Times New Roman font. Because of the page limitations, students may single space text, but must double-space between questions/answers **(1 point M)**.
3. Writer thoroughly proofreads and edits paper. There are no more than 2 typos and each page is formatted correctly **(3 points M)**.
4. Writer answers/addressed each question **(20 points)**
5. Assignment is submitted on time and in the correct manner (See Important Class Notes on page 4 regarding late assignment penalties.)

Note: Please read Course Requirements/Assignments in the syllabus also.

Where the letter “M” follows the number of points assigned, the “M” indicates that the points reflect 20% of the assignment grade dedicated to mechanics.