

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

**EDCD 525 002
Advanced Human Growth and Development
Spring 2005
Thursday, 7:20 PM – 10:00 PM
Robinson Hall (R) A208**

PROFESSOR:

Name: Brian R. Mc Donald, Ph.D.
Office phone: 703.629.3248
Office hours: by appointment
Email address: bmcdonal@gmu.edu

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 critique them in terms of application to educational and counseling practice. Special attention will be given to multi-cultural issues and the implications and influence 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 TEXTS:

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

Gardiner, H.W. & Kosmitzki, C. (2005). *Lives across cultures: Cross-cultural human development* (3rd ed.). New York: Pearson-Allyn and Bacon.

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. (10%)

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 30 minutes in duration. Students will prepare a paper (4-6 pages) in which they will reflect on and analyze what is observed using one of the developmental theories that is covered in this course. Students should secure permission from the supervising official (e.g. school principal, teacher, etc) before doing the observation. Observation in a public area such as a mall will not require permission. **Due March 3rd** (10%)

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. Guidelines for the interview will be discussed in class. Prepare a 4-6 page paper reflecting on the interview using one of the developmental theories covered in the course. The interviewee's name should be kept confidential. **Due March 24th** (10%)

Assignment 4: (Peer Interview) Students will interview a person who is approximately the same age and who is from a culture different from his or her own. Guidelines for the interview will be discussed in class. Students will then prepare a 4-6 page report in which the interview will be reflected upon and analyzed utilizing a developmental theory or theories covered in the course. The interviewee's name should be kept confidential. **Due March 24th** (10%)
April 7th (10%)

Assignment 5: (Movie Analysis) Students will view a movie (select from list provided) which involves a person or family from a different culture than the student's (try to select a movie that you haven't previously seen or view the movie again for this project). Students will then prepare a paper (6-8 pages) reflecting on and analyzing the person's or family's experience and development in contrast to and comparison with the student's own experience and development. Students should be prepared to share their observations during class in an informal manner. **Due April 14th** (20%)

Assignment 6: (Research Paper) Students will prepare a research paper in which a topic of relevance to human growth and development will be chosen and then researched using peer refereed journals. The student will turn in an **abstract on March 31** in which the topic will be introduced for approval by the professor. 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 paper and no more than one internet

reference should be used. Students should utilize at least eight (8) peer refereed journal articles that have been written with the last 10 years. The paper should be no more than 10 pages (APA Style) not including title and reference page. (30%)

Due April 28th

C. Grading

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Group Presentation	10	Sign up in class
Assignment 2 (observation)	10	March 3
Assignment 3 (Adoles. Inter)	10	March 24
Assignment 4 (Peer Inter)	10	April 7
Assignment 5 (Movie Analysis)	20	April 14
Assignment 6 (Res Paper)	30	April 28
Attendance & Participation	10	-----
Total	100	

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
1-27	Course Introduction and Syllabus		
2-3	Overview of Human Development	B & B Chap. 1 G & K Chap. 1-2	
2-10	Genetics & Prenatal Development	B & B Chap. 2	1 st Group Presentation
	Infancy	B & B Chap 3 G & K pp. 79-84, 101-110, 125-131, 155-161, 227-231.	
2-17	Early Childhood	B & B Chap. 4-5 G & K pp. 84-91, 110-116, 161-163.	2 nd Group Presentation
2-24	Early Childhood, cont.	B & B Chap. 6 G & K pp. 185-195, 232- 240, 257-268.	3 rd Group Presentation
3-3	Middle Childhood	B & B Chap 7 G & K pp. 63-68, 91-93, 131-143, 163-174, 195-207.	4 th Group Presentation Assignment 2 Due
3-10	Early Adolescence	B & B Chap. 8 G & K pp. 93-95, 116-118, 68-72.	5 th Group Presentation
3-17	Spring Break – No Class		
3-24	Adolescence	B & B Chap 9 G & K pp. 144-148, 174- 176, 207-211.	Assignment 3 Due
3-31	Adolescence, cont.	B & B Chap 10 pp. 240-244, 268-277.	Turn in abstract for Research Topic
4-7	Theories of Adult Development	B & B Chap. 11, Readings to be handed out in class	Assignment 4 Due
4-14	Early Adulthood	B & B Chap. 12 G & K pp. 73-74, 219-227, 277-281.	Assignment 5 Due
4-21	Middle Adulthood	B & B Chap. 13 G & K pp. 95-96, 118, 124, 148-154, 176-181, 211-217.	
4-28	Aging and Late Adulthood	B & B Chap. 14 G & K pp. 74-77, 97-100, 181-184, 244-256, 281-285.	Research Paper Due (Assign 6)
5-5	Review and Wrap Up	G & K Chap 11	Sharing of Movie Reviews

Movies for Assignment Five

Hoop Dreams

My Big Fat Greek Wedding

The Trip to Bountiful

Dad

Kramer vs. Kramer

Simon Birch

Dead Poets Society

Like Water for Chocolate

Steel Magnolias

A River Runs Through it

Rudy

The Four Seasons

Maria Full of Grace (Spanish with subtitles)

Angela's Ashes

The Joy Luck Club

Bend it Like Beckham

Malcom X

Monsoon Wedding

Crouching Tiger – Hidden Dragon
(Chinese with subtitles)

Life is Beautiful

Osama

Circle of Friends

When a Man Loves a Woman

Fly Away Home