

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

**EDCD 525 002
Advanced Human Growth and Development
Spring 2006
Thursday, 7:20 PM – 10:00 PM
Krug Hall 253**

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:

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

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

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

Assignment 2: Students will research and find two (2) journal articles from recognized, peer-reviewed publications which address one of the issues listed below. These articles should address counseling/therapy related to the issue. Photo copy the articles and turn them in along with a 1-2 page (total) summary of your findings from this research. Include a reference page using APA style to cite the sources of the articles. Articles should have been published within 10 years of the present. (10 pts)

1. Self Injury and cutting
2. Asperger's Disorder
3. ADHD
4. Adopted Children
5. Marijuana use among pre-adolescents and adolescents
6. Foster Children
8. Children who are victims of divorce and custody battles.
9. Anger management (children and Adolescents)
10. Anorexia/bulimia
11. Bullying
12. ESOL students
13. Pervasive Developmental Disorder
15. Children who have lost a parent (death of parent)
16. Disaster victims/refugees
17. Child abuse

Assignment 3: (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 4: (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 5: (Movie Analysis) Students will view a movie (select from list provided) Try to select a movie that you haven't previously seen or view the movie again for this project. Students will select one character in the film and study and analyze the person's development using one or at the most two developmental theories discussed in class or the text. Other facts related to development can be included as well. Students should also compare and contrast

this character's life and development with their own development. Students will informally share their findings with classmates (approximately 5 minutes) and will then prepare a one-page handout summarizing their analysis. We will sign up for movies in class. (15 pts)

Assignment 6: (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	Assigned in class
Assign. 2. Journal articles	10	Feb. 16
Assignment 3. child obs	15	March 23
Assignment 4 Adoles. Inter	15	April 6
Assign 5 Movie Analysis	15	April 20
Assign. 6 Final Quiz	15	May 11
<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
1-26	Course Introduction and Syllabus		
2-2	Overview of Human Development	G & K , chap. 1-2	
2-9	Physical Growth and Development	G & K, chap. 4	
2-16	Heridity vs. Environment in Human development	See blackboard for reading	Journal Articles Due
2-23	PRESENTATION GROUPS MEET (no formal class meeting)		
3-2	Cognitive Development	G & K chap. 5	Group Presentation: Piaget's Theory of cognitive Development
3-9	Social Development	G & K chap. 3	Group Presentation: Erikson's Theory of Psycho-Social Development
3-16	Spring Break – NO CLASS		
3-23	Identity and Personality	G & K chap. 6	Child Observation Due
3-30	Parenting and Parent-Child relationships	G & K chap 8	Group Presentation: Attachment Theory
4-6	Gender Role Development	G & K chap. 7	Adolescent Interview Due
4-13	Moral Development Perspective Taking	See readings on blackboard	Group Presentation: Kohlberg's Moral Development Theory
4-20	Faith/Spirituality Development	See readings on blackboard	Movie Analysis Due
4-27	Sexual Development, Marriage, & Family Life Cycle	G & K chap. 9	Share Movie Analyses
5-4	Developmental Disorders	G& K chap. 10	Share Movie Analyses
5-11	Final Quiz & Wrap Up	G & K chap 11	Final Quiz

Choose from one of the following films for Movie Analysis Assignment

The Prince of Tides

Matilda

Breaking Away

This Boy's Life

Antwon Fisher

Hoop Dreams

The Good Mother

Losing Isaiah

Strangers in Good Company

The Trip to Bountiful

Lorenzo's Oil

Philadelphia

The Waterdance

The Accidental Tourist

Terms of Endearment

My Life

Shadowlands

Bye, Bye Love

Kramer vs. Kramer

The War of the Roses

Dead Poets Society

What's Eating Gilbert Grape?

Like Water for Chocolate

Circle of Friends

City Slickers

Steel Magnolias

Ordinary People

A River Runs Through it

Fiend of Dreams

Rudy

The Shawshank Redemption

About Last Night

The Bridges of Madison County

The Four Seasons

Nothing in Common

The Turning Point

The Great Santini

Parenthood

Searching for Bobby Fischer

Fly Away Home

When a Man Loves a Woman

Short Cuts

Apollo 13

The Doctor